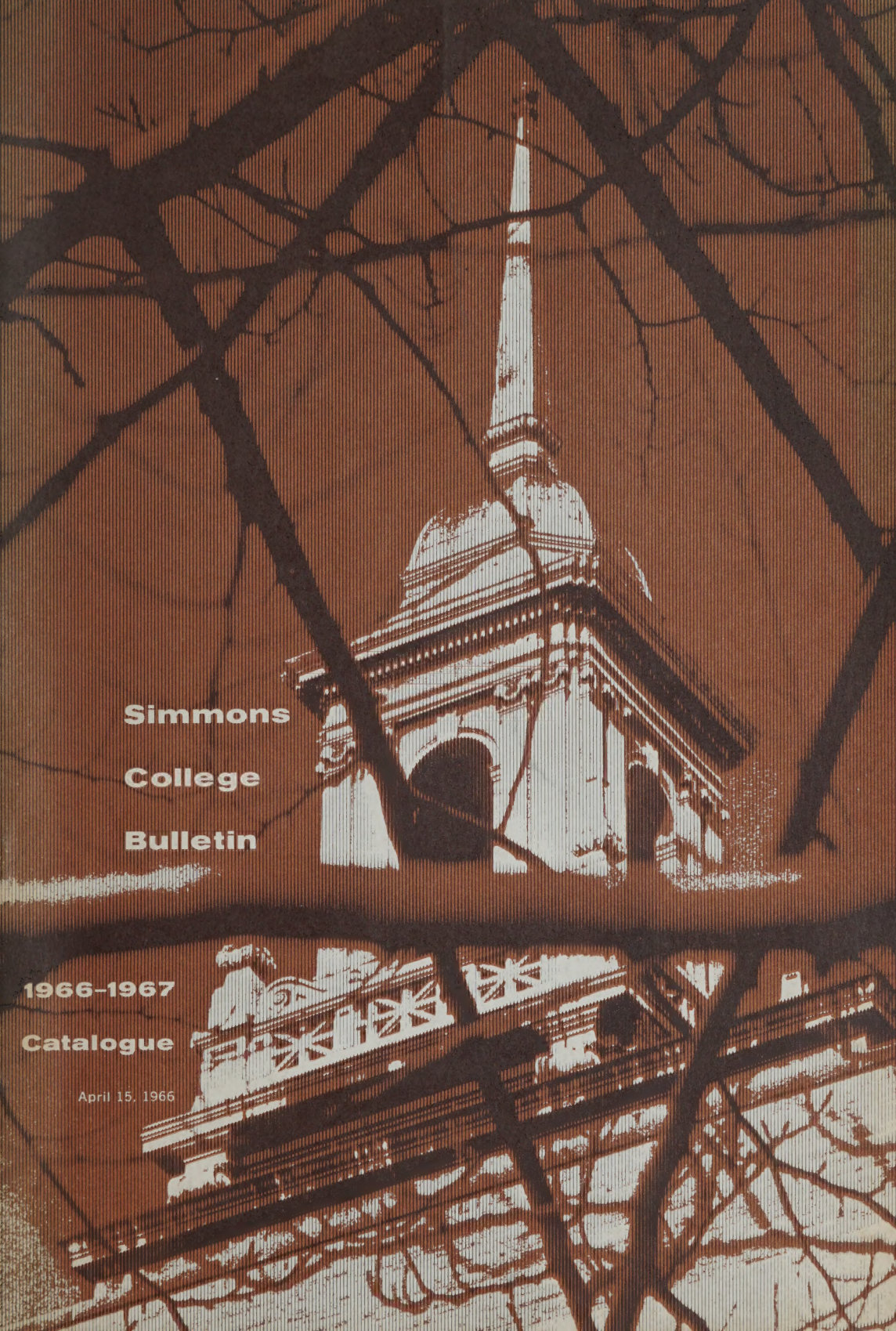


Simmons College Bulletin

1966–1967 Catalogue

April 15, 1966



Volume LIX April 15, 1966 Number 4

Published six times a year, once in November, March, May, and September, and twice in April, by Simmons College, 300 The Fenway, Boston, Massachusetts 02115. Second-class postage paid at Boston, Massachusetts.



All requests for application forms or for information on admission should be addressed to the Director of Admission, Simmons College, The Fenway, Boston, Massachusetts, 02115. All other requests should be directed to the Registrar, at the same address.

Prefatory Statement

This issue of the Simmons College Bulletin, the 1966–67 Catalogue, represents Simmons College as it enters a period of transition from one curricular structure and plan of organization to another. The change will enable the College to adapt its traditional philosophy of education to changing patterns in the higher education of women. Because the academic year 1966–67 will be a year of transition, the reader of this catalogue must consider both the past and the future of the College.

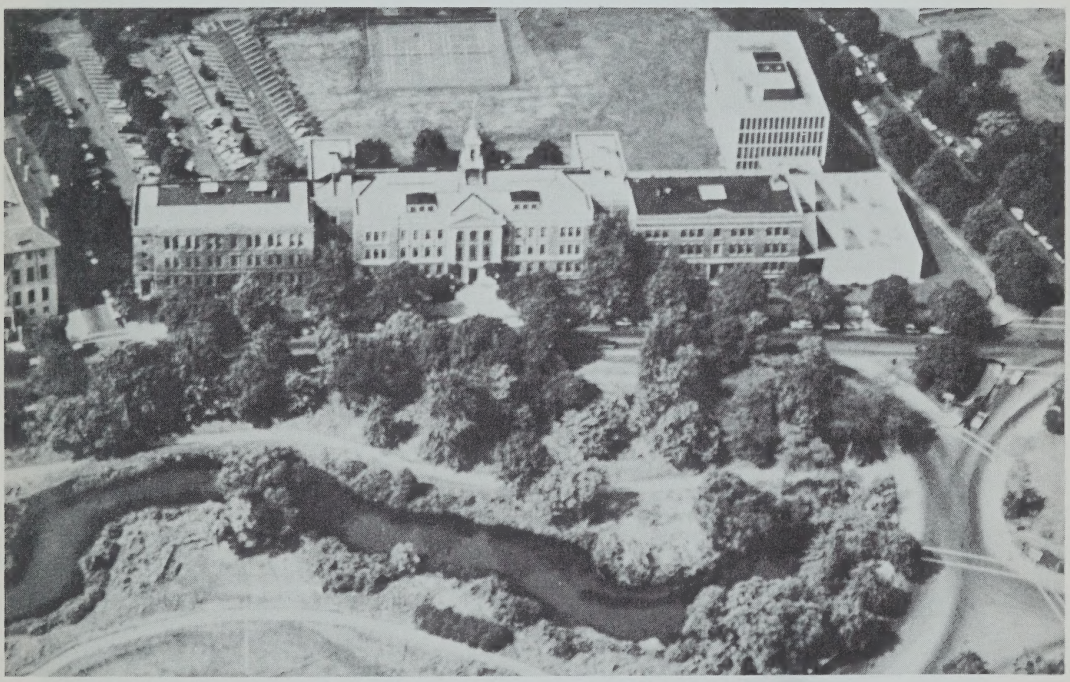
Through the academic year 1965–66, the Simmons College undergraduate program was organized into a general first year, and beyond that into seven schools, each with its own director and its own technical and professional objectives. These schools were Business Administration, Education, Home Economics, Nursing, Publication, Science, and Social Science. After completing a freshman year devoted to general education, each student enrolled in one of these professional schools, and followed one of the upperclass courses of study prescribed by that school.

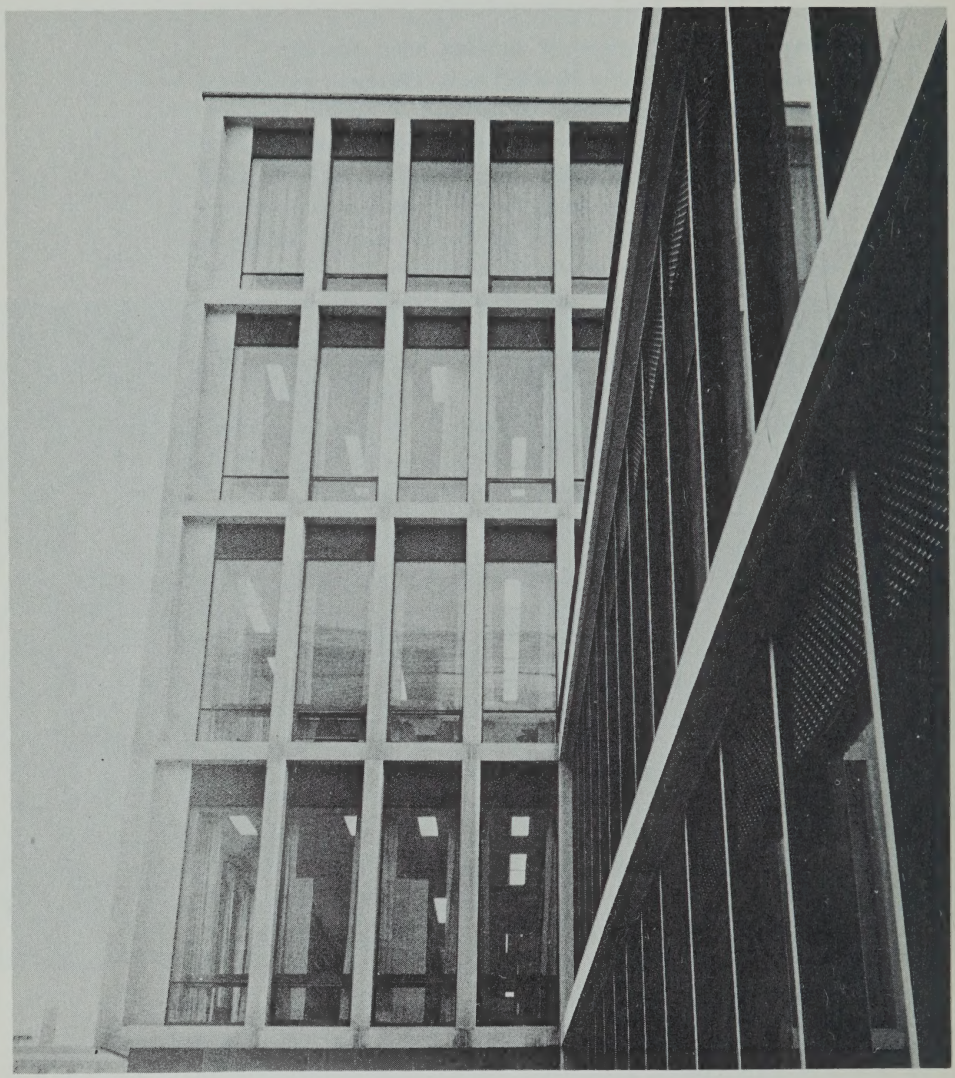
Students who entered Simmons College as freshmen in the academic year 1965–66 will enroll in a school, and will pursue a program as prescribed by that school in order to complete the announced requirements for graduation in 1969. Students who were upperclassmen in 1965–66 will similarly continue in and complete the programs of the schools in which they were enrolled. The program requirements of the several schools, which will remain in force for those students to whom they apply until the end of the academic year 1968–69, are set forth in a supplement to this 1966–67 catalogue.

Students who enter Simmons College as freshmen in the academic year 1966–67 and thereafter will be subject to requirements based upon departmental and interdepartmental concentrations, as described in this catalogue, rather than to the programs of the several schools as described in the supplement.

During the period 1966–69, therefore, there will be a progressive introduction of the requirements based upon departmental and interdepartmental majors, and, at the same time, a progressive withdrawal of the offerings of the several schools. This transition will take place according to the following schedule:

	1965–1966	1966–1967	1967–1968	1968–1969
Freshmen	Common Freshman Year	Departmental and Interdepartmental Majors	Departmental and Interdepartmental Majors	Departmental and Interdepartmental Majors
Sophomores	School	School	Departmental and Interdepartmental Majors	Departmental and Interdepartmental Majors
Juniors	School	School	School	Departmental and Interdepartmental Majors
Seniors	School	School	School	School





Simmons College



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Calendar 1966–1967

This Calendar defines the College year for regular full-time undergraduate students. Calendars for special programs are stated elsewhere.*

September 19	*Freshman Orientation begins*
September 20	*Registration for graduate students†*
September 21–23	*Registration*
September 26	*College year begins*
October 5	*Honors Convocation*
October 12	*Columbus Day holiday*
November 11	*Veterans Day holiday*
November 23	*College closes at noon*

Thanksgiving Recess

November 28	*College opens*
December 20	*College closes*

Christmas Vacation

January 4	*College opens*
January 20	*Classes end*
January 23	*Examination period begins*
January 25	*Commencement Day for Physical Therapy Students*
February 3	*Examination period ends*
February 6	*Second half-year begins*
February 22	*Washington's Birthday holiday*
March 24	*College closes*

Spring Vacation

April 3	*College opens*
April 19	*Patriots Day holiday*
May 26	*Classes end*
May 29	*Examination period begins*
May 30	*Memorial Day holiday*
June 9	*Examination period ends*
June 11	*Commencement Day*

**Physical Therapy, fourth-year and graduate program, see pages* 107 *and* 189. *Medical Technology, fourth-year and graduate program, see pages* 105 *and* 189. *After-hour and Saturday classes, see appropriate announcement.*

†*4:30–6:30 p.m.*

Directory

Main College Building	
The Fenway, Boston 02115	**566-7400**
Administration; College Policy	*President*
Instruction	*Provost*
Residence; Student Welfare	*Dean*
Admission	*Director of Admission*
Courses; Student Records	*Registrar*
Fees	*Comptroller*
Scholarships; Financial Aid	*Director of Student Financial Aid*
Placement of Graduates; Student Employment	*Director of Placement*
Office of Development	*Administrative Assistant to the President for Development*
Alumnae Association	*Director of Alumnae Affairs*
Building Equipment	*Business Manager*
Beatley Library-Lefavour Hall	
The Fenway, Boston 02115	**566-7400**
Evenings and weekends	**566-9837**
School of Social Work	
51 Commonwealth Avenue, Boston 02116	**266-0738**
Residence Halls	
Director of Students	
305 Brookline Avenue, Boston 02215	**277-5494**
Manager of Residence Halls	
321 Brookline Avenue, Boston 02215	**277-4432**
Infirmary	
94 Pilgrim Road, Boston 02215	**566-5024**

For individual halls and houses, see Register of Officers and Students *or* Boston Telephone Directory



Simmons College 1966-1967 Catalogue


COLLEGE



Simmons College,

a private, nonsectarian college, is what it is today because a Boston merchant of the middle of the nineteenth century had what was at that time a pioneering idea about the education of women. The will of John Simmons called for a women's college to offer instruction in such "branches

of art, science and industry best calculated to enable the scholars to acquire an independent livelihood." With this assignment, Simmons College was chartered in 1899, opened its doors in 1902, and thus became one of the first colleges in the country to offer young women the opportunity for what was then interpreted as vocational education at a collegiate level, from which it has evolved into an institution devoted to the career preparation of women.

The founder's purpose was to enable women to lead useful, significant lives. This defines the kind of approach to women's education that has shaped the history of Simmons College—and far more important, charts a path for the Simmons of the future.

Both the date and the spirit of the College's founding are significant—even prophetic. Since the turn of the century there have been dramatic changes in social attitudes towards women—towards what they might, could, and should contribute in every field of human activity. And on every hand there are signs that these changes will be even more dramatic in the years ahead. Simmons College, founded to widen the horizons for young women at the start of the twentieth century, has changed over the years to keep pace with the changing role of women in society. Today, Simmons is shaped not only by what has happened in the lives of women, but also by a concern for what the future may hold for them.

It is difficult now to imagine what it was like to be a woman in nineteenth century America, and it is just as difficult to foresee the place women will occupy in American society by the end of the twentieth century. The choice between marriage and a career is no longer an issue for young women. Now, more young women marry, and they marry earlier. The chances are strong that they work after graduation from college. They work after marriage, too, at some time or other; at present nearly 50 per cent of married women work, the proportion is high among college-educated women, and the rate seems certain to increase. And the facts of the lengthening life expectancy of women raise still further questions as to the use they will make of their lives.

The place of women in today's business and professional world is expanding steadily. The variety and challenge of opportunities open to women grow spectacularly—with every indication that the trend will continue. Women in the professions and in careers find fewer and fewer obstacles in their way. The possibilities of combining a career (not just a "job") with marriage are increasing every day. Society's pressing needs for trained women are forcing a growing acceptance of the part-time professional career.

Rounding out the picture of social change is the rapidly increasing number of married women who go back to work on a full-time or part-time basis when the demands of the home diminish. If this return to the labor market occurs when the woman is still in her thirties—as it often does, she may have as much as half a lifetime to devote to activities outside her household.

The entire educational aim of Simmons College is to provide background and training to equip its graduates for the kind of world in which women may expect to live and work for the balance of the twentieth century. When Simmons was founded, it was considered revolutionary to train young women for useful employment. Now such an aim is commonplace, and it is no longer sufficient for the countless women who demand both career training and intellectual preparation for a future radically different from the future their mothers and grandmothers could look forward to.

How does Simmons College propose to deal in the here-and-now with the prospects of the future? The College was founded to prepare its undergraduates for specific careers, and this aim remains central to the purposes of the institution. But career preparation alone is not enough to equip the great majority of Simmons graduates for the lives they may expect to lead as wives, mothers, and citizens, as well as career women and employees. A Simmons education must include increasingly broader education in the arts and sciences, and increasingly higher educational standards. This means that Simmons College intends to be something more than a conventional liberal arts college in the traditional sense. Its heritage is one of training young women to earn a living, but it is not oriented simply toward job training. A Simmons graduate will be broadly and intensively acquainted with the liberal arts as well as specifically prepared for a particular career.

In summary, then, Simmons College believes that its graduates should be committed to, and prepared for, a meaningful and significant career; whether this takes the form of a job, a vocation, or some other purposeful activity upon graduation, or whether it means continuation with the post-graduate study that becomes increasingly necessary for many areas of career preparation.

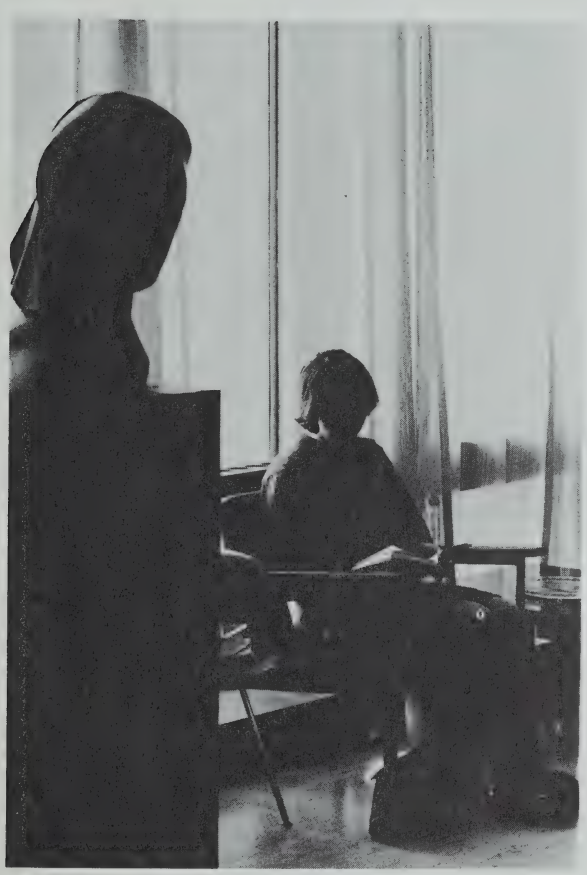
Simmons believes further that mere vocational training is not enough; that a Simmons graduate must relate her career preparation to its broader context, so as to make her employment more satisfying in itself, to enable her to find opportunities for intellectual growth and professional advancement within her chosen career, and to equip her to assume expanding responsibility and leadership in her field of endeavor.

Simmons believes that a woman should be prepared for a career in ways that will not become automatically useless to her after marriage; and that her career preparation should not only fit her for advanced positions in the business and professional world, but enrich and enhance her life outside the area of her career. And the Simmons graduate should be prepared not only to become employed immediately after leaving college or graduate school, but also to re-enter the labor market after her responsibilities to home and family lessen, or to return to formal education at that time in her life, as increasing numbers of women are now doing.

These goals are the essence of a Simmons education. They deal with what must come first in the consideration of a college—its relationship to the whole future life and potential of the students who are its responsibility. Simmons College was founded to serve young women who sought to make their lives count in the society of a bygone day; it exists today to foster the purposes of those young women who will face the challenges of a dramatically exciting new world.







College Environment

Two campuses provide the setting for the Simmons community; situated one block apart, they are within easy walking distance of each other. The Fenway Campus is the site of the academic program, and the Brookline Avenue Campus serves as the residential center.

The Fenway Campus

The Fenway Campus, bounded by The Fenway, Avenue Louis Pasteur, and Palace Road, adjoins and overlooks The Fenway, a large, pleasant city park. Here are located the Main College Building and the Beatley Library—Lefavour Hall complex. The former consists of a central section constructed in 1904, to which a west wing was added in 1909 and an east wing in 1929. The Beatley Library—Lefavour Hall structure was completed in 1961.

In the Main Building are the major administrative offices, faculty offices, numerous classrooms, the College Auditorium, and a variety of laboratories and workrooms, including the laboratories of the departments of Biology, Chemistry, Physics, Psychology, and Home Economics, a modern Language Laboratory, and workrooms for the departments of Art, Business Administration, and Nursing. Here, too, are such auxiliary facilities as the Physical Education Department, the College Cafeteria, and the Simmons Cooperative Store.

The Bancroft Beatley Library is the heart of the academic campus, designed to make the library a functional part of the College environment by bringing students and books together in pleasant, comfortable surroundings. Space and facilities are planned to create a natural setting for effective study. Open-stack bookshelves are dispersed throughout the reading areas. The Browsing Room provides an opportunity for recreational reading where current literature of general interest is available. In the Music Listening Room, also located in the Beatley Library, the student may listen in comfort to recordings selected from the collection.

Centrally located on the main floor of the Beatley Library are the card catalogue, the reference shelves, and the reference services, and there is direct access from this area to the reserve stacks on the ground floor. Adjoining the catalogue and reference unit are a lounge and display area; nearer the main entrance is the main desk with its reserve bookshelves and staff services.

The College maintains a working collection of approximately 118,000 volumes, to which important additions are made each year. The book collection is especially strong in basic reference and bibliographical resources. A wide range of periodicals is also available for the use of students in all departments of the College. Outstanding special collections are maintained in the School of Library Science, located on the fourth floor of Lefavour Hall, and at the School of Social Work. A competent professional staff provides instruction in the use of the library and stands ready to assist individual students and members of the faculty in further-

ing the solution of problems of study and research. The main library is open for use during the evenings and on weekends, when the College is in session, for the convenience of students and faculty. A student handbook on the College Library, distributed each year during the registration period, contains detailed information on library services and procedures.

In Metropolitan Boston, the student has access to one of the world's great library centers. Through cooperative arrangements with many libraries in the Boston area, Simmons College students may, upon application to the Reference Librarian in the College Library, secure access to a variety of highly specialized materials at these institutions.

Lefavour Hall contains the offices of the Department of Education, the School of Library Science, and the Department of Publication; general classrooms; and a number of specialized instructional facilities, including the laboratory of the School of Library Science and the workrooms of the Department of Publication.

Located some distance from the Fenway Campus are the buildings housing the School of Social Work, at 49–51 Commonwealth Avenue, in the Back Bay section of Boston. Here are the offices and classrooms serving students in the School of Social Work, together with the library of the School of Social Work, which contains important and valuable collections of books and pamphlets relating to charities, made available to the College by the Boston Children's Aid Society.

Brookline Avenue Campus

The buildings on the Brookline Avenue Campus, the residential center of the College, lie within the boundaries of a tree-shaded quadrangle defined by Brookline Avenue, Pilgrim Road, and Short Street, and located at the intersection of the Riverway and Brookline Avenue. Situated on the Brookline Avenue Campus are nine large brick residence halls and two small wooden dormitories, Turner House and Hastings House. Oldest of the large dormitories are North and South Halls, which house between 60 and 70 students each. Evans Hall, a dormitory for about 75 students, was named for Mrs. Maria Antoinette Evans, who with her husband contributed generously to the College endowment. Arnold Hall is named in memory of Sarah Louise Arnold, the first Dean of Simmons College; Dix Hall is named in honor of Dorothea L. Dix, considered to be the first woman actively interested in mental hygiene, and a great portion of whose personal fortune was given to the College; and Morse Hall is named for Frances Rollins Morse, a charter member of

the Corporation. Each of these halls accommodates approximately 120 students. Simmons Hall, the largest of the dormitories, with 179 students living in the two wings, is at the east end of the campus facing The Fenway. Mesick Hall, opened in 1961, honors Jane Louise Mesick, Dean Emeritus of the College, and houses 128 students. Smith Hall, named for Dr. Richard M. Smith, and dedicated in November, 1964, houses 144 students. Dr. Smith, long the Chairman of the Corporation, is a well-known physician in Boston and an Emeritus member of the Children's Hospital Medical Center Staff.

Most of the rooms in the College residence halls are double rooms. Students already in residence choose their rooms in the spring. Lots are drawn by classes, juniors having first choice. Rooms are assigned to upperclass students, then to freshmen and students entering with advanced standing from other colleges, in this order. Candidates for admission to the College as resident freshmen make application for rooms after receiving notice of acceptance in April. Notice of room assignment is mailed to the student early in September.

The College provides the essential furniture for each room, but does not include rugs, window curtains, or bedspreads. Students must furnish blankets, towels, pillows, and bed linen, or rent them from the local agency designated by the College. It is expected that each student will respect College property and the property of other students. Although the College does not assume responsibility for the personal possessions of students, it takes reasonable care to protect them. Students are advised to insure their personal belongings.

Also on the Brookline Avenue Campus are Bartol Hall, the central dining hall; Alumnae Hall, an auditorium-recreation center used for a variety of student and public occasions; and the Infirmary, a new, modern building containing a fully equipped health clinic and accommodations for patients.

Simmons and Boston

Resources Within Greater Boston

The city of Boston is a world-renowned center of educational, cultural, and scientific activity. The metropolitan area abounds in schools, colleges, and universities, many of world-wide repute. The libraries, museums, and musical aggregations of the metropolis are equally famous. The hospitals and medical centers are widely known and highly respected.



Scientific and research organizations exist here in almost unparalleled number and variety. An inclusive listing of the institutions and organizations within the confines of Greater Boston would establish beyond doubt the city's preeminence as a center of learning, of culture, and of research.

Simmons College is uniquely fortunate to be located directly in the midst of the city's densest concentration of these institutions. Many of them are within a half-mile radius of the Simmons campus, and the rest of them are within easy reach.

The immediate presence of these institutions is reflected in the Simmons program, both curricular and extracurricular. Portions of the academic work of several departments of instruction are conducted at neighboring institutions. Simmons students on occasion earn credit toward their Simmons degree by study at a college or university in the Boston area. In addition to formal inter-institutional arrangements with the School of the Boston Museum of Fine Arts and with the New England Conservatory, individual arrangements may be made to enable a student to include work at other institutions as part of her Simmons program.

Representatives of nearby educational, cultural, professional, and business organizations appear frequently in Simmons classrooms, in Simmons seminars, and at Simmons lectures or meetings. Simmons students go from their own classrooms and laboratories to other institutions and agencies. These excursions are sometimes a part of the students' regular academic assignments, and sometimes a volunteer, out-of-class activity. In many different ways, and in steadily increasing measure, Simmons College regards the rich and varied resources of the Greater Boston community as a great workshop to be used to extend and enrich the education of Simmons students.

Boston also offers almost unlimited opportunities for the pursuit of personal interests and the cultivation of individual inclinations. Simmons students have almost at their fingertips the libraries, the museums, the churches, the concert halls, the theaters, and the lecture halls and forums of a major cultural center. These can and do supplement the educational program in significant ways.

The substantial benefits which result from the location of Simmons College in the Greater Boston community represent only one side of the ledger; the relationship is in reality one of interdependence and cooperation. Simmons students contribute their talents and services to local organizations and agencies, sometimes in connection with their academic work, often on a voluntary basis; the urban environment serves as a training-ground for the development of experiences in public service and community involvement. Similarly, members of the Simmons College

faculty are widely and deeply engaged in the cultural and professional life of the city, and through their associations contribute still further to the interchange between College and community.

Resources Beyond Greater Boston

Simmons College students are able upon occasion to benefit from educational resources beyond the limits of the Greater Boston area. Under the provisions of the Foreign Study Program, students may be granted credit for the satisfactory completion of a prescribed program in a duly recognized foreign study program, provided each individual proposal is properly recommended and approved by the Subcommittee on Foreign Study and the Committee on Programs and Academic Standing.

Simmons College is a participant in the "Washington Semester" of the American University in Washington, D.C. Each year a limited number of qualified juniors may study government, public affairs, and international relations for one semester with a group of students selected from participating colleges all over the country.

Simmons College is also affiliated with The Merrill-Palmer Institute in Detroit, Michigan, where well-qualified students enrolled in either the home economics or the child development specialization may spend one semester of either the junior or the senior year in concentrated study of human development.

The Student Community

Simmons College believes that education extends beyond the classroom to a wide range of human experiences, and that college life should provide experiences in self-government and community living. This belief is expressed in various ways: in the responsibilities held by Student Government Association; in the Honor System; in planning extracurricular events; and in the absence of any faculty or administration control over student publications.

Student Associations

The Student Government Association, of which all regular undergraduates are members, officially represents and acts for the student community through its elected body, the Student Government Council. The Dean of the College acts as adviser to the Council.

The Student Government Council is responsible for insuring that student interests are properly represented, that student activities are

effectively managed and administered, and that student concerns are adequately voiced.

Under the direction of the Student Government Council is SCOPE (Student Committee on Programmed Events), with its four subdivisions representing Arts, Films, Lectures, and Music. SCOPE arranges and presents a variety of cultural and artistic events of interest to the entire college community. These include art exhibits, displays of student art, musical events, and lectures and discussions by members of the faculty and distinguished speakers from outside the College.

The contributions of SCOPE are supplemented by the programs of such specialized groups as the Glee Club, the Chamber Ensemble, the Drama Society, and the Modern Dance Club.

Through the Student Government Council, Simmons College is a member of the United States National Student Association, a country-wide organization formed to represent the American college student. At the local level, organizations sponsored by the Student Government Council include a Young Democratic Club, a Young Republican Club, and the Students for a Democratic Society.

Students who desire to join others in the furtherance of common religious interests may do so in a variety of religious clubs, such as the Christian Association, the Christian Science Organization, the Inter-Varsity Christian Fellowship, Hillel, the Newman Club, Eastern Orthodox, and the Lutheran Forum.

Social events and dances are planned by students through Student Government Committees. The Weekly Calendar lists each week a variety of cultural, educational, and social events.

Responsibility for the administration of the student Honor System rests with the Honor Board. Every student who enrolls at Simmons College agrees to uphold the standards of conduct and integrity stated in the Honor Code, and to accept the regulations imposed by the Honor Board. Each student assumes the responsibility for doing her own work in all phases of the academic program, including the taking of examinations without faculty proctoring. Students also agree to obey the social regulations established by the Student Government, and in matters of health and safety by the administration. It is expected that students will conduct themselves in a manner acceptable to the concept and interpretation of the Honor System.

The House Presidents' Council, the student governing body on the residence campus, formulates campus regulations and coordinates student activities. The Council works closely with the Dean of the College and with the Director of Students.

The major student publications are *The Simmons News,* the weekly College newspaper; *Potpourri,* the student literary magazine; *Microcosm,* the senior yearbook; and *Inside Simmons,* a handbook of information and regulations for students. In addition, the College publishes twice each year *Essays and Studies,* a presentation of distinguished papers written by students in their regular course work. The *Simmons Review,* the quarterly all-College magazine, provides a laboratory experience for seniors in the Department of Publication.

Foreign Students

Foreign students, as well as all other interested students, are encouraged to become members of the International Student Association of Greater Boston, of which Simmons College is a member, and which maintains a Center at 33 Garden Street, Cambridge. Facilities are provided for social and cultural events for foreign students and their American friends through activities which include teas, lectures, discussion groups, outings, dances, concerts, and hospitality in American homes. Foreign students who arrive in Boston before the College residence halls open may obtain temporary accommodations through the Center. The Simmons College Alumnae Association provides a host family for each Simmons College student from a foreign country.

Regulations Concerning Student Life

A student is admitted to Simmons College in the expectation that she will accept and abide by the high standards of conduct and scholarship established by the faculty and administration. The College reserves the right to require any student to withdraw who does not maintain acceptable academic standing. The College also reserves the right to dismiss a student who does not meet the requirements of conduct and order, or whose behavior is inconsistent with the standards of the College.

Attendance is required at all college classes. There are no established penalties for absence, but instructors are expected to take regularity of attendance into account in evaluating the student's achievement. The responsibility for notification of absence rests with the individual student, and she must understand that the instructor is not obligated to grant requests for make-up or supplementary work, regardless of the reason for absence.

College appointments regularly take precedence over all other commitments, including outside employment, between the hours of 8:30 A.M. and 4:45 P.M. from Monday to Friday, inclusive, except on legal

holidays. In addition, attendance may be required at class meetings or examinations scheduled at times outside these regular hours; certain class meetings are held after-hours or on Saturdays, and should it be necessary, the semi-annual examination periods may include Saturdays, in which case attendance is required. Because Simmons College is a nonsectarian institution, only legal holidays are recognized as exceptions to the requirements of attendance at class meetings and examinations.

An undergraduate student who withdraws from the College during the academic year must notify the Dean *in advance.* Her withdrawal becomes effective on the date on which the College receives written notification from her parents or guardian.

A student who plans to marry during the college year must notify the Dean *in advance.* The College does not provide housing for married students, and permission to continue in residence following marriage must be secured from the Dean. The student who fails to comply with these regulations may be asked to withdraw from the residence campus.

All undergraduate students who do not live in their own homes or with immediate relatives are expected to live in the College residence halls. Exceptions to this rule may be made only with the *prior* approval of the Dean. Rooms are reserved *for the entire college year,* and any changes in residence during the college year must receive the approval of the Dean *in advance.*

All students who live on campus are expected to eat their meals in Bartol Hall at the regularly scheduled times. No special dietary arrangements are possible without the authorization of the College Health Office.

Students may enter the College residence halls the day registration begins, and are expected to leave the day after their final classes or examinations. Exceptions to this rule are made only with the permission of the Dean or of the Director of Students.

All College halls and houses are closed during the Thanksgiving, Christmas, and spring vacations.

Student Services

Career Planning and Counseling Center

The central responsibility for student counseling rests with the newly established Career Planning and Counseling Center, which functions in close cooperation with the various other offices engaged in student services and with the faculty advisers.

Counseling complements the educational program of the College. The responsibility of the Career Planning and Counseling Center is to relate academic programs of individual students to their career plans and life plans. The Center offers a number of services which are devised to lead students to serious consideration of their personal objectives and to thoughtful decisions about the fulfillment of these objectives.

Continuing Education

The Office of Continuing Education provides help and individual attention to women who have returned to College to study on a part-time basis (see page 42). A series of workshops are held for new students to help them with study techniques and orientation to college work. Throughout the student's college experience, the resources of the Office are available to all Continuing Education Students.

Student Financial Aid

The Office of Student Financial Aid (see page 46) endeavors, insofar as resources and opportunities permit, to assist students who have clearly demonstrable financial needs. The Office of Student Financial Aid works closely with the Office of Placement.

Placement

The Placement Office is ready at all times to offer counseling and placement assistance to Simmons undergraduates, graduate students, and alumnae. They may register for part-time employment during the college year, for full-time summer work, or for permanent positions at beginning or advanced levels.

It is the policy of the College to advise a prospective student who is planning to earn part of the cost of her education to enter only if she can meet the expenses of the first year. When she has demonstrated her ability to carry the work of the College, she may assume the added responsibility of a few hours each week toward partial self-maintenance.

All students seeking work opportunities should register their qualifications and needs in the Placement Office. Scholarship students are urged to do so and will be given preference for positions within the College. Students in good academic standing may sometimes earn money during the college year by tutoring, assisting laboratory instructors, and by doing clerical work, or helping in the cafeteria, dining hall, or library at the College or other institutions in the immediate vicinity. The Placement Office will assist in securing such part-time work as the city affords

(sales, office work, recreation in community centers, babysitting, and so forth), as well as in finding full-time summer employment.

Qualified students may be granted permission to earn board and room by assisting in some capacity in private families. Such arrangements must be made through the Placement Office. Permission is granted only to those whose health and academic standing have been approved by the College Physician and by the Dean.

Although graduation is of course no guarantee of recommendation, the College makes every effort to assist its graduates in finding satisfying employment. The chairmen of the departments, the faculty, and former employers provide recommendations for the use of the Placement Office in suggesting candidates for permanent positions throughout the United States and overseas.

Everyone interested is invited to make use of the services of the Placement Office for vocational counseling and placement assistance.

Health

The College conducts a health program intended to make its students physically as well as mentally fit. Two hours a week of physical education are required of all first-year students. In addition, upperclass students are encouraged to participate in such activities of the Department of Physical Education as may interest them. The facilities of the department include two rooms equipped for indoor activities; dressing rooms, showers, and lockers; and an archery range and tennis courts located in the rear of the Main Building. For further information concerning the offerings of the Department of Physical Education, see page 165.

No student is permitted to register for a full-time program (twelve semester hours or more) until a satisfactory certificate of health, including reports on certain tests and immunizations, for which the College provides forms, is filed with the College physician. A student returning to the College after absence of a semester or more may be required to submit a new health certificate. Any physical handicap should be mentioned in the application for admission and noted on the health certificate, so that any arrangement for special attention may be made prior to college entrance.

The staff of the Health Department includes the Director of Health, two other physicians, a consulting psychiatrist, a roentgenologist, an X-ray and laboratory technician, and nurses.

Each young woman who files a health certificate is given a general physical examination by the College physician, or one of her assistants, at

the College just before or soon after the beginning of the college year, and whenever thereafter it may seem advisable.

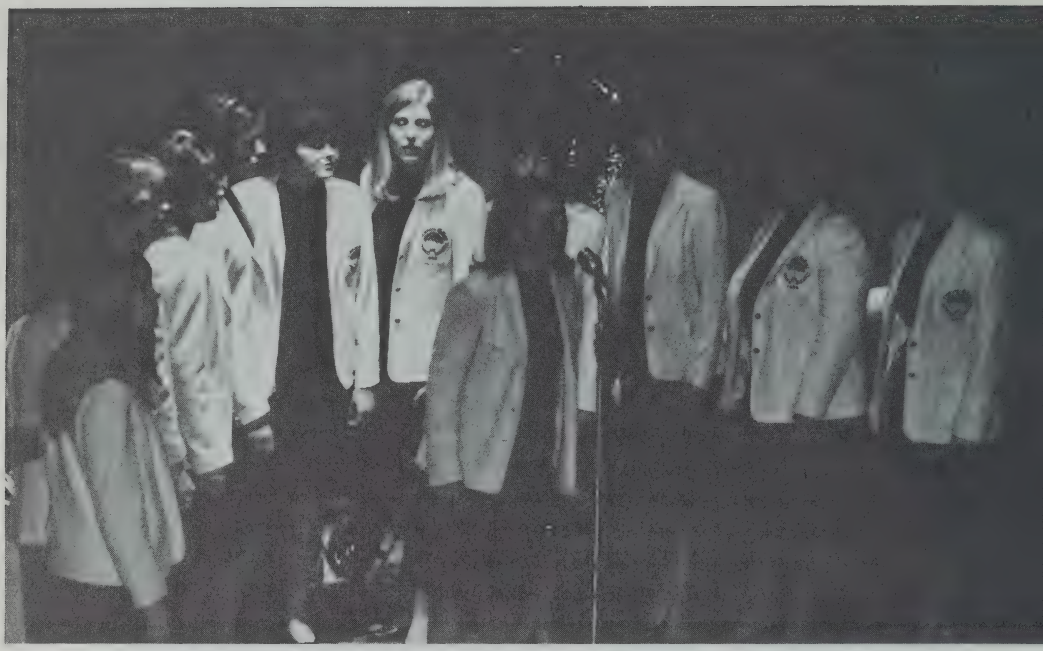
The College physician holds office hours daily in the Infirmary. The Simmons College Infirmary is licensed by the Commonwealth of Massachusetts Division of Hospital Facilities and is a cooperating member of the Massachusetts Hospital Service (Blue Cross). The nurses at the Infirmary are directly responsible to the physician. A first-aid station with a registered nurse in attendance is maintained in the Main College Building when classes are in session.

Minor illnesses are treated by the physician in the Infirmary, but students whose illnesses may be severe or prolonged are referred to hospitals or approved physicians in the city. Upon the request of a student's parents, reports of treatments or consultations with the College physician are sent to the family physician. It is requested that parents do not allow students to return to the College at the end of vacations if they have contracted any contagious disease. This includes severe sore throats and any upper respiratory infection in its first three or four days.

The College does not provide medicines, but such vaccinations or inoculations as may be required by the program in which the student is registered will be given without extra cost. Students in the medical technology, basic professional nursing, and physical therapy programs are required to have immunization against smallpox, tetanus, diphtheria, typhoid, paratyphoid, and poliomyelitis. Any necessary diagnostic X-ray work will be done at the Infirmary with no additional expense to the student. X-ray examinations which require special apparatus cannot be done at the Infirmary and the cost of these must be borne by the student. Routine laboratory tests prescribed by the physician will be done without additional charge. An extra charge will be made for special chemical and diagnostic tests done in outside laboratories.

The College bears no responsibility for medical care of students during the summer months.

Participation in the Student Accident and Sickness Plan is compulsory for all full-time undergraduate students and for part-time or graduate students living in the College residence halls. Other students may enroll on a voluntary basis. This student plan is designed, at this time, to supplement, not replace, the usual comprehensive hospitalization programs carried by most students, since these latter plans do not meet the most frequent student needs—ambulatory consultations, laboratory work, extra infirmary care, etc. Hospitalization in Boston is $30.00 per day minimum in a ward bed; semi-private or private care is much more expensive.











Alumnae Association

An organization of over sixteen thousand former students, both graduates and non-graduates, the Alumnae Association serves and extends the interests of Simmons College. While continuing the spirit of fellowship among its members and strengthening their relations with the College, the Association works for the educational interests of women. The Alumnae Office is located in the Main College Building. The office of the all-College publication, the *Simmons Review,* is in Lefavour Hall.

Admission

Simmons welcomes applications from qualified candidates interested in a career-oriented program of college study.

A student preparing in secondary school for Simmons should take at least four academic subjects (English, foreign language, social studies, mathematics or science) each year. Prospective students are encouraged to take, as preparation for the academic demands of the College, advanced or accelerated courses when this is possible. The Committee on Admission, in evaluating the high school transcript, takes into consideration the standards and competitiveness of the school, and the level at which courses were studied.

The secondary school is asked for a recommendation for each applicant, describing her personal and academic fitness for college.

The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board are required. These tests provide information about each student's academic potential, and a standard basis for comparison of all candidates. Scores on these tests are used, with the school record and recommendations, to evaluate the applicant's qualifications.

The Committee on Admission gives careful consideration to all available information about each candidate and accepts those who seem best qualified for the work at Simmons College. Since it is necessary to limit the size of the freshman class to between three hundred and three hundred and fifty students, not every candidate who is qualified for admission can be accepted. Most candidates receive decisions in April.

A few qualified applicants are accepted early in the senior year, on the Simmons early decision plan. If early consideration is requested before November first, early-decision candidates must agree to withdraw applications to all other colleges when the notice of acceptance is received from Simmons College. A student who is accepted early is expected to present in June a final record showing continued satisfactory work.

The procedure for application to Simmons College is as follows:

1. *Application Form.* Each applicant fills out an application form furnished by the Director of Admission and returns it before January fifteenth with the required application fee of fifteen dollars.

2. *School Record.* The principal of the candidate's secondary school submits a complete transcript of the applicant's record on a form sent *directly to the school* from the College. The record covers grades nine through twelve, and includes the final mark in each subject taken each year, rank in class, results of objective tests of aptitude and achievement where these are available, a statement of graduation, and all data on the school's permanent record which will assist the College in its judgment of the applicant's fitness. When the candidate has studied at more than one school, a transcript of record is required from each school attended.

3. *College Board Tests.* Every applicant for admission is required to take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board. No specific preparation for these tests is necessary. Information regarding application, fees, and reports; advice to candidates; descriptions of the tests; sample questions; and lists of examination centers, are sent to every candidate requesting an application blank. For this information, write to the College Entrance Examination Board, Post Office Box 592, Princeton, New Jersey; or Post Office Box 1025, Berkeley, California.

The Scholastic Aptitude Test and the Achievement Tests must be taken no later than December or January of the senior year. Early-decision plan candidates must take all the required tests in the junior year.

Three Achievement Tests must be taken: one in English Composition, and the others selected from two of the following fields: foreign language, history, science, or mathematics. Scores of tests taken earlier than the senior year may be used for admission purposes.

It is the responsibility of the candidate to obtain an application form from the College Board in order to register in advance for the tests. Test scores must be received by the College directly from the College Entrance Examination Board.

4. *Health Certificate.* Each applicant is required to submit a complete certificate of health, including reports on certain tests and immunizations, on a form provided by the College, usually after acceptance. Any physical handicap should be mentioned in the application for admission and noted on the health certificate, so that arrangements for special attention may be made prior to college entrance.

A student may be refused admission, or required to withdraw from the College, if examination reveals a condition of health which, in the opinion of the College authorities, makes it unwise for her to undertake or continue college work.

5. *Personal Interview.* Each applicant must arrange, before March first of the senior year, for a personal interview at the College. Interviews are held Monday through Friday from nine to four; and Saturday from nine to twelve, from October through March. Appointments must be made well in advance. For candidates living at a distance, interviews with alumnae or other qualified persons can usually be arranged.

Advanced Placement

Academic credit and advanced placement may be granted to students who have completed college-level courses in secondary school and have given evidence of satisfactory achievement by their work in the Advanced Placement examinations of the College Entrance Examination Board. Achievement on Advanced Placement tests is recognized as follows: credit will be given for scores of four and five; credit may be given on recommendation by the chairman of the appropriate department, for the score of three; no credit will normally be given for scores of one or two.

Tuition and Residence Deposits

A deposit of $50 is required of all candidates accepted for admission. After the spring meeting of the Committee on Admission, the bill for this deposit is sent to accepted applicants. The deposit is credited on the first bill, but it is forfeited if the student does not register for courses during the year for which she is accepted.

A residence deposit of $100 is required before a room can be reserved on the College campus. This sum will remain on deposit during the time the student is in residence*. The entire deposit will be returned if notice is received on or before July first that the student does not wish the room. New students (freshmen and transfers) receive the bill for this deposit with the formal notification of acceptance for admission.

Student Financial Aid

Financial assistance is offered to entering students in the form of scholarships and loans. For information about application for financial aid, turn to page 46.

*See page 45.

Advanced Standing

A few well-qualified applicants who have satisfactorily completed one year or more in approved colleges may be admitted to advanced standing. The number of transfer students accepted is small, and is governed by the limited enrollment in certain departments and by the capacity of the residence halls.

A student whose marks are sufficiently high may be allowed credit for academic subjects which are substantially equal to those offered in the program selected at Simmons College. The amount of credit that can be allowed depends upon the program selected at Simmons and the courses already completed. It is seldom feasible for a student to transfer to the senior class after three years at another college. Applications are accepted for September entrance only. The Committee on Admission considers carefully all available information about each applicant before reaching a decision upon her eligibility.

The procedure for application for transfer to Simmons College is as follows:

1. *Application Form.* Each applicant fills out an application form furnished by the Director of Admission and returns it with the required application fee of fifteen dollars.

2. *School Record.* The principal of the secondary school last attended submits a complete transcript of the applicant's record on a form sent directly from the College.

3. *Scholastic Aptitude Test.* The Scholastic Aptitude Test of the College Entrance Examination Board is required for admission. Scores of tests taken before college entrance may be used. If the test has already been taken, the candidate should request the College Entrance Examination Board (Post Office Box 592, Princeton, New Jersey; or Post Office Box 1025, Berkeley, California) to send the results to the College. If the test has not been taken, it is the responsibility of the candidate to obtain an application form from the College Board in order to register in advance for the test.

If Achievement Tests were taken, scores on these tests should also be sent to the College.

4. *College Record.* The College expects each candidate to present an official transcript of her college record, together with the results of any objective tests of aptitude and achievement which may have been taken at that college. When final marks are available, the applicant must file a supplementary transcript with the usual statement of honorable dismissal.

5. *Dean's Recommendation.* The College asks the Dean of the institution last attended to furnish a confidential report on the personal qualifications of the applicant for the program selected at Simmons College.

6. *Health Certificate.* Each applicant is required to submit a completed certificate of health, including reports on certain tests and immunizations, on a form provided by the College, usually after acceptance. Any physical handicap should be mentioned in the application for admission and noted on the health certificate, so that arrangements for special attention may be made prior to college entrance.

7. *Personal Interview.* Each applicant should arrange for a personal interview with the Director of Admission. See page 40 for Admission Office hours.

Candidates for transfer to the sophomore class are considered *after* final freshman grades are available in June. Candidates for the junior class are considered in the spring.

Continuing Education

In response to an increasing demand in the Boston area, Simmons College is offering its courses to those women who wish to gain further training after a period of interruption in their education. Some women who left school before receiving their degrees now wish to complete work for their baccalaureate; others who have undergraduate degrees wish to continue work for advanced degrees or to retrain themselves in a new field. By allowing students to study on a part-time flexible basis, Simmons is able to help them pursue their education while they are still fulfilling their family or vocational commitments.

Women who are considering a continuation of their studies may obtain further information and individual attention in formulating their plans from the Director of the Continuing Education program.

Graduate Nurses

The procedure to be followed by registered nurses in applying for transfer to the Department of Nursing is as follows:

1. *Application Form.* Each applicant fills out an application form furnished by the Director of Admission and returns it with the required application fee of fifteen dollars.

2. *School Record.* The principal of the secondary school last attended submits a complete transcript of the applicant's record either on the form sent directly from the College or on his own cumulative record form.

3. *Scholastic Aptitude Test.* The Scholastic Aptitude Test of the College Entrance Examination Board is a requirement for admission. Scores of tests taken while in high school may be used. If the test has already been taken, the candidate should request the College Entrance Examination Board (Post Office Box 592, Princeton, New Jersey; or Post Office Box 1025, Berkeley, California) to send the results to the College. If the test has not been taken, the candidate must obtain an application form from the College Board in order to register in advance for the test.

If Achievement Tests were taken, these scores also should be sent to the College.

4. *School of Nursing Record.* The candidate must have an official transcript of her school of nursing record sent to the College by the director of the school of nursing.

5. *College Record.* Each candidate who has attended a college (other than Simmons) either on a part-time or full-time basis, should have an official transcript of her record sent to the College. Credit is allowed for previous college work, subject to the approval of the College.

6. *Health Certificate.* Each applicant who intends to study on a full-time basis is required to submit to the College physician a health certificate, including reports on certain tests and immunizations, on a form provided by the College. Health certificates must be submitted before the student may register for full-time study. Any physical handicap should be mentioned in the application for admission and noted on the health certificate, so that arrangements for special attention may be made prior to college entrance.

7. *Personal Interview.* A conference with a member of the staff of the Department of Nursing is desirable and will be arranged upon request.

Expenses

The first bill includes one-half of the annual charge (minus the tuition deposit), the residence-hall key deposit, the first payment of the comprehensive fee, and the Student Accident and Sickness Reimbursement Insurance. The second bill includes the remainder of the annual charge, and the comprehensive fee.

Bills must be paid in advance. Payment of the first bill is due not later than September 30, 1966, and of the second bill, not later than February 3, 1967. For fourth-year students in medical technology, the first payment is due by June 20, 1966. Checks should be made payable to Simmons College and presented at the Comptroller's Office.

Those parents who prefer to pay tuition and other fees in monthly installments may contract with Education Funds Incorporated, 10 Dorrance Street, Providence, Rhode Island 02901, for payment of regular charges. One-year, two-year, three-year, and four-year plans are available and include life and permanent disability insurance for the financially responsible parent and life insurance for the student involved. A brochure describing the plans and an application form will be mailed to all students during the month of August.

Since commitments for instruction and other arrangements are necessarily made for the full year in advance, no reduction or rebate of charges can be made in cases of extended absence or of withdrawal during the year. The College reserves the right to change any fees at the end of any term should conditions make it necessary.

Initial Fees

For information on the *application fee,* and on the *tuition and residence deposits,* see pages 39 and 40.

Fees for Undergraduates and Students in Diploma Programs

Annual fee for full-time programs	
Resident students (tuition, room, board)	$2400
Non-resident students (tuition only)	$1400
Fees for special full-time programs	
School of Science, final half-year in Physical Therapy	
Resident students	$920
Non-resident students	$420
Partial programs fee	
(fewer than 12 semester hours per half-year)	
Per semester hour	$45
Late registration fee	
After the dates set for the purpose, unless excused by the Dean	$5
Late change of school or department fee	
Change of school or department after the beginning of the semester	$10
Course change fee	
Each change of course on the student's initiative after she has registered	$5
Make-up examination fee	
Failure to appear at a make-up examination, unless waived by the Dean	$5

Additional Residence Charges

Deposit required before a room can be reserved in the College residence halls $100

1. If a student has remained in residence until graduation, refund of the entire deposit, minus any outstanding financial obligations, will be mailed within two weeks after Commencement.

2. If a student withdraws from the residence halls at the close of the academic year, and notification is received by the Dean's Office on or before July first of that year, the room deposit entitling her to a room reservation for the ensuing year will be refunded. If notification of withdrawal from the residence halls is received later than July first, the room deposit will be forfeited.

3. If a student withdraws from the residence halls at the close of the first semester or at any other time during the academic year, the room deposit will be forfeited.

4. If a room is not occupied after the second week of the college year, the reservation will be cancelled and the room deposit forfeited unless special arrangements have been made.

Key deposit for resident students $5

Fee for any change of room after the assignment of rooms in the spring, and for an unauthorized room change at any time $15

Fee for any change of room after the beginning of the college year $3

Comprehensive Fee

Per semester for all full-time undergraduate students $40

The comprehensive fee embraces the student activities fee, which contributes to the support of the *Simmons News,* Student Government Association, the various classes, and other student activities; charges for the cost of supplies and materials used in courses; the graduation fee; and the health fee.

The health fee covers the cost of medical examinations and consultations given by the College physician and her assistants, treatments which may be given by the College nurses, and a maximum of five days of care a year in the College Infirmary (with the exception of medications) as advised by the physician. Any infirmary care beyond five days is charged to the student at the rate of $5 a day. Non-resident students who are confined to the Infirmary are charged for their meals at the current rate established by the dining hall management. A fee of $2.50

is imposed on any student who fails to notify the Health Office if she is unable to meet an appointment made for her physical examination.

Course Fees

In certain areas students who are not required to pay a comprehensive fee may be charged individual course fees not to exceed $40 per semester.

In *Biology 41* and in all chemistry laboratory courses each student is required to purchase a coupon book. Coupons remaining after the final check by the chemistry stockroom may be cashed at the Comptroller's Office.

Students enrolled in biology courses will be billed individually for personal breakage of laboratory equipment.

Financial Aid

It is the policy and aim of Simmons College to make its educational opportunities available to as many worthy and promising students as possible who, without such aid, could not meet the full expense of a Simmons education.

Financial aid is offered in the form of scholarships and loans and may be supplemented by part-time employment after the student has demonstrated her ability to carry college work successfully.

Simmons College participates in the College Scholarship Service of the College Entrance Examination Board. Participants in this Service subscribe to the principle that the amount of financial aid granted a student should be based upon financial need. The College Scholarship Service assists the College in determining the student's need for financial assistance. All students are required to submit a copy of the Parents' Confidential Statement to the College Scholarship Service, P. O. Box 176, Princeton, New Jersey 08540, or P. O. Box 1025, Berkeley, California 94701.

Information concerning application procedure may be obtained from the Director of Student Financial Aid.

Scholarships for Freshmen

Renewable Scholarships, up to $1800 for one year, are offered in limited number to candidates of excellent ability. Continuance of these scholarships beyond the freshman year depends upon the maintenance of acceptable academic standing, good college citizenship, evidence of continued financial need, and *annual* applica-







tion. It is expected, however, that each student will contribute more each year toward her college expenses through increased summer earnings and term-time work.

Five Special Scholarships are offered in addition to the above and are renewed for each of the four years under the same terms:

Two Regional Scholarships of $1400, for applicants from any state except those of southern New England and New York;

The Simmons College Alumnae Association Scholarship of $1400;

Two Agnes M. Lindsay Scholarships of $1000.

Alumnae Club Scholarships, from $100 to $800, are offered by Simmons Clubs of the following areas, preferably to entering freshmen from the area:

Boston, Massachusetts
Bridgeport, Connecticut
Cleveland, Ohio
Hartford, Connecticut
Long Island, New York
Merrimack Valley, Massachusetts
Middlesex, Massachusetts
New Haven, Connecticut
Newton, Massachusetts
North Shore, Massachusetts
Philadelphia, Pennsylvania
Portland, Maine
Rhode Island
Rochester, New York
South Shore, Massachusetts
Southern Fairfield County, Connecticut
Washington, D.C.
Wellesley-Needham, Massachusetts
Westchester County, New York
Worcester, Massachusetts

Although these scholarships are for the first year only, the recipients of these awards generally may look forward to financial assistance in their upperclass years providing their academic achievement, college citizenship, and financial need continue to compare favorably with those of other applicants.

Once a student has completed application for scholarship aid, she is automatically considered for any scholarship for which she is eligible. *It is not necessary to make special application for any one scholarship.*

Notification of scholarship awards will be mailed, insofar as possible, concurrently with admission decisions.

Scholarships for Students Enrolled in College

A number of scholarships, not open to freshmen, are available to students enrolled in the College. These are awarded primarily on the basis of academic achievement and need for financial assistance.

Scholarships for Transfer Students

Students transferring to Simmons College following graduation from junior or community colleges are immediately eligible for scholarship consideration. Those transferring from other four-year institutions

will qualify for scholarship consideration after they have successfully completed at least one semester's work at Simmons.

Traineeships

Physical Therapy Traineeships, in limited number, are made available through the Vocational Rehabilitation Administration to full-time students enrolled in the program in physical therapy as juniors and seniors, and to certificate or graduate students, who are interested in future work in rehabilitation of disabled persons. Application should be made through the Office of Student Financial Aid.

Public Health Traineeships are available to qualified registered nurse students who are completing their final year and who plan to accept full-time public health nursing positions upon graduation. Application should be made to the School of Nursing.

Professional Nurse Traineeships are available to qualified registered nurse students who plan to accept positions as assistant teachers, head nurses, or assistant supervisors in nursing. Students must be studying on a full-time basis and be able to complete the requirements for the degree in twelve months or less. Application should be made to the School of Nursing.

Loans

The Director of Student Financial Aid will provide information concerning the following loans and the appropriate application forms:

Simmons College Loans, which are available from College funds to upperclassmen, are to be applied to college charges only.

National Defense Student Loans, from funds provided partly by the Congress of the United States (under the National Defense Education Act of 1958, Title II) and partly by Simmons College, are available to both full- and half-time students who are admitted to one of the regular programs of the College and who show evidence of real need in meeting educational expenses. These are the only loans open to freshmen and transfer students in their first year at Simmons College.

Nursing Student Loans, from funds provided partly by the Congress of the United States (under the Nurse Training Act of 1964) and partly by Simmons College, are available to full-time students enrolled in the School of Nursing who are in need of financial assistance to meet educational expenses.

Student Loaning Fund, established by the New England Society in the City of New York, makes available to deserving students, especially those of New England birth or ancestry, small amounts of money as temporary loans (not to exceed one college year) to meet emergency personal needs.

Part-time Employment

It is the policy of the College to advise a prospective student to undertake part-time employment only after she has demonstrated her ability to carry her academic work successfully.

All students seeking work opportunities should register their qualifications and needs in the Placement Office, where financial-aid applicants will be given preference for positions within the College.

Named or Endowed Scholarships for Undergraduates

Winifred Armstrong Scholarship Fund,* for the benefit of a student from Calais, Maine.

Sarah Louise Arnold Memorial Scholarship Fund, established by alumnae and friends of Simmons College, for students entering their senior year.

Smith Tinkham Balkham Scholarship Fund,* for the benefit of a graduate of Calais Academy, Calais, Maine.

B. Marion Brown Memorial Fund Scholarship, for a student in the School of Science or for one in the School of Home Economics who is specializing in chemistry.

Lillian Clark Brown Scholarship Fund,* preference being given to a resident of New Britain, Connecticut, in need of financial assistance.

Bydale Scholarship Fund for Social Science Majors, for the benefit of one or more qualified students.

Nellie Parney Carter Scholarship Fund, to be used for maintaining scholarships in the College.

Ruth Chapman Memorial Fund,* for a worthy student from the City of Portland, Maine.

Elizabeth Austin Church Scholarship,* preferably for a student from Ohio or the Midwest.

Class of 1910 Memorial Scholarship Fund,* to be used for maintaining scholarships in the College.

Dorothy Cleaveland Scholarship Endowment Fund, to be used for maintaining scholarships in the College.

Fannie F. and Alice W. Clement Scholarship Fund, for a student in the School of Home Economics.

Jane Conard Scholarship Fund, for students in the School of Home Economics and the School of Library Science.

Isabella N. Dunton Scholarship Fund, to be used for maintaining scholarships in the College.

Nancy Kitfield Ellison Memorial Scholarship Fund, for a student in the School of Nursing.

Alice Ives Gilman Scholarship Fund, established in memory of the late Miss Gilman, an alumna of the College and a member of the administrative staff.

Sarah E. Guernsey D.A.R. Scholarship Fund,* established by the Massachusetts Chapter of the Daughters of the American Revolution in honor of Mrs. Sarah E. Guernsey, a former President-General of the National Society; preference to be given to an orphan of an American soldier.

Hayes Scholarship Fund, established by Lawrence W. Hayes, for the benefit of a qualified student.

Eleanor Hayward Memorial Fund, for current scholarships.

**Open to first-year students.*

Maria Howard Hilliard Memorial Fund Scholarship, preferably for a student in the School of Home Economics.

Lavern Averill Hodgkinson Scholarship Fund, established by Mr. and Mrs. Harold D. Hodgkinson in memory of his mother.

Laura Rodman Hoffman Scholarship,* established by the members of the South Shore Simmons Club, for current scholarships.

Theodora Kimball Hubbard Scholarship Fund, the income to be used to recognize distinguished scholarship and achievement.

Sarah Orne Jewett Scholarship Fund,* contributed by friends of the late Sarah Orne Jewett, preference to be given to a student from Maine.

Mary Morton Kehew Scholarship Fund,* established as a memorial by the family of the late Mrs. Mary Morton Kehew, for many years a member of the Corporation of Simmons College.

Bess Loring Memorial Scholarship Fund,* to be used for maintaining scholarships at the College.

Ellen F. and Ida M. Mason Scholarship Fund, for needy and deserving students.

Microcosm Scholarship, provided from funds accumulated by the successive boards of editors of the *Microcosm.*

Emily Burns Mitchell Scholarship Fund,* preferably for a graduate of Calais Academy and High School, Calais, Maine.

Evangeline Hall Morris Scholarship Fund, for a student in the School of Nursing.

Frances Rollins Morse Memorial Scholarship Fund, established by friends of the late Miss Morse, a charter member of the Corporation and for many years a devoted friend of the College and its students.

J. Gwendolen Morse Scholarship Fund, to provide scholarships for undergraduates at the College.

Nellie James Neill Scholarship Fund, preferably for students engaged in studies in the relation of food to good health.

Josephine French Nichols Memorial Scholarship,* established by her husband and the members of the Bridgeport Simmons Club, for current scholarships.

Helen R. Norton Scholarship Fund, for a student in the Prince School Program in Retailing.

Emerette O. Patch Fund,* preference being given to applicants who are graduates of the Girls' High School of Boston, or who are graduates of the High School of Lexington, Massachusetts, provided that each applicant from the last-named school shall, at the time of her application, have resided in Lexington for not less than five years immediately preceding.

**Open to first-year students.*

Florence Stinchfield Patch Fund,* preference to be given to graduates of the High School of Lexington, Massachusetts, provided that each applicant shall, at the time of her application, have resided in Lexington for not less than five years immediately preceding.

John C. and Harriet W. Phillips Fund, to be used for maintaining scholarships at the College.

George Arlon Polsey Memorial Scholarship Fund, to be used for maintaining scholarships at the College.

Annis M. Rideout Scholarship Fund, for needy students.

Ella J. Rose Scholarship Fund, for scholarship assistance to Home Economics students.

Phyllis Dawson Rowe Memorial Scholarship Fund, for a superior student majoring in dietetics, preferably a junior, in the School of Home Economics.

Mrs. Winthrop Sargent Scholarship Fund, established in memory of the late Mrs. Winthrop Sargent of Boston, for the benefit of students in the School of Home Economics.

Sewall Scholarship Fund, derived from the accumulated fund of the former Boston Cooking School Corporation and available for students in the School of Home Economics.

Miriam Franc Skirball Scholarship Fund, established by friends in memory of the late Mrs. Skirball, a former instructor in the Department of English, to be awarded annually with the advice of the School of Publication.

Caroline T. Slater Scholarship Fund, a gift of the trustees of the Andrew C. Slater Fund, preference to be given to a student from Massachusetts.

Dorothy Spaulding Scholarship Fund,* preference to be given to a graduate of Potter Academy, in Sebago, Maine.

Katharine Lent Stevenson Scholarship Fund,* for the benefit of a member of the Woman's Christian Temperance Union, which reserves the right to appoint or approve recipients of the scholarship.

Mary Bosworth Stocking Fund, preferably for a student in the School of Home Economics.

Student Aid Fund, to aid needy and deserving students.

Sutter Memorial Scholarship Fund,* established in memory of the late Emma M. Sutter.

Clare L. Sweeney Scholarship Fund, to aid needy students in the School of Business Administration.

May Alden Ward Memorial Scholarship Fund, established by various organizations and individuals in memory of the late Mrs. May Alden Ward, preference to be given to a Massachusetts student.

Helen H. White Scholarship Fund, to aid needy and deserving students.

**Open to first-year students.*

Amasa J. Whiting Scholarship Fund, to assist in the payment of the tuition of a qualified student.

Women's Scholarship Association Fund.* Scholarships from this Fund are available for the aid of young women in general and Jewish young women in particular. Applicants must reside within a twenty-five mile radius of Boston. Preference is given to students entering the first-year class. The scholarship is awarded to a candidate recommended by the Women's Scholarship Association. Applications for the freshman year should be addressed to Mrs. Myron Stanton, 83 Ardmore Road, Needham Heights, Massachusetts 02194; for the upperclass years, to Mrs. Robert Masters, 54 Brentwood Avenue, Newton Centre, Massachusetts 02159.

Helen Wood Scholarship Fund, established by the Nurses' Club of Simmons College, to be awarded preferably to a graduate nurse enrolled in the General Nursing Program or to an undergraduate student in the School of Nursing who comes recommended by that School.

Degree Requirements

A candidate for a baccalaureate degree or diploma is expected to complete the work of the program within the normal number of college years. When a student enrolled in a program leading to a degree or diploma withdraws for a length of time which would extend the work of the program to a period longer than normal, the nature and amount of the additional work, if any, required for satisfactory completion of the program will be determined by the faculty or its appropriate committee.

By vote of the Corporation, any outstanding financial obligation to the College must be discharged before a degree or diploma will be granted.

Undergraduate students who entered Simmons College in or before the academic year 1965–66 will be subject to the following requirements for the baccalaureate degree; these requirements will remain in effect until the end of the academic year 1968–69.

The Degree of Bachelor of Science

The requirements for the degree of Bachelor of Science are as follows:

I. All entrance requirements.

II. Satisfactory completion of distribution requirements, as follows:
   a. *English 10* or *11*, or the equivalent.
   b. Competence in a foreign language, to be demonstrated in one of these several ways:

**Open to first-year students.*

1. by successful completion of 8 semester hours of foreign language courses on the second-year or intermediate level;
2. by completion of a foreign language course on the first-year or introductory level with the grade of at least A—;
3. by passing a proficiency test in a foreign language to be administered at the beginning of the college year and toward the end of each semester;
4. by an appropriate grade in the foreign language proficiency test of the College Entrance Examination Board.

c. 8 semester hours in biology, chemistry, mathematics, and physics (previously offered in the Division of Science).

d. 8 semester hours in history, economics, sociology, and government (or other courses previously offered in the Division of Social Science).

e. 8 semester hours in literature, the arts, or philosophy. ("Literature" may include advanced courses in foreign languages at or above the level of *French 28, German 20, Latin 21, 22, Russian 20, Spanish 20.**)

III. All the prescribed subjects in some definite four-year or five-year School program printed in the catalogue supplement, or in some specific program approved by the School.

IV. Completion of a minimum of 128 semester hours, of which at least 124 must be completed with a passing grade.

V. A quality point average, based on a normal 32-semester-hour program, equivalent to at least 1.67 in each year.

VI. An applicant for the degree is expected to do her final year of work at the College. Only under exceptional circumstances will this rule be waived.

The Degree of Bachelor of Arts

Students in the pregraduate program in the School of Education pursuing a course of study leading to the degree of Bachelor of Arts must satisfy requirements I through VI stated for the degree of Bachelor of Science, and must in addition complete satisfactorily the following:

a. A comprehensive examination during the second semester of the senior year in the student's field of concentration.

b. A senior thesis in the student's field of concentration.

**Such a course will satisfy both this requirement and the language requirement.*

Baccalaureate Degree Requirements

At the present time, the Bachelor of Science is the one undergraduate degree usually granted by Simmons College, with certain specific exceptions. However, the award of the Bachelor of Arts degree in some programs other than the pregraduate program is under consideration, and the Bachelor of Arts degree might possibly be granted in these programs beginning in or before 1970.

For students qualifying for the award of the baccalaureate degree in 1969–70 and thereafter, the requirements for that degree are as follows:

I. All entrance requirements.

II. Distribution requirements — 24 sem. hrs.
- Humanities (Literature, Arts, Philosophy) — 8 sem. hrs.
- Science and Mathematics — 8 sem. hrs.
- Social Science and History — 8 sem. hrs.

Depth requirement in Arts and Sciences — 24 sem. hrs.

Minimal specialization in the field of concentration — 20 to 40 sem. hrs.

Individual Study or Senior Seminar — 8 sem. hrs.

Electives — 32 to 52 sem. hrs.

III. Competence in a foreign language, to be demonstrated (outside the distribution requirements) in one of these several ways:

1. by successful completion of 8 semester hours of foreign language courses on the second-year or intermediate level;
2. by completion of a foreign language course on the first-year or introductory level with the grade of at least A–;
3. by passing a proficiency test in a foreign language to be administered at the beginning of the college year and toward the end of each semester;
4. by an appropriate grade in the foreign language proficiency test of the College Entrance Examination Board.

IV. Completion of a minimum of 128 semester hours, of which at least 124 must be completed with a passing grade.

V. A quality point average, based on a normal 32-semester-hour program, equivalent to at least 1.67 in each year.

VI. An applicant for the degree is expected to do her final year of work at the College. Only under exceptional circumstances will this rule be waived.

Marks and Valuations

The marks which are given each year, based on the class work and on the examinations given at the end of the course, are: A (excellent), B (good), C (fair), D (low), E (failure), AW (Approved Withdrawal), UW (Unapproved Withdrawal), RW (Required Withdrawal). The mark of D implies that special conditions regarding dependent courses and graduation may be imposed by the faculty. In case any such conditions are imposed, both the student and the parents or guardian are notified.

In determining the general quality of a student's work, the following valuations have been established: A = 4, A− = 3.67, B+ = 3.33, B = 3.0, B− = 2.67, C+ = 2.33, C = 2.0, C− = 1.67, D+ = 1.33, D = 1.0, D− = 0.67.

Recognition of Merit

Honors Programs

Requirements for honors programs are:

1. Independent study at an advanced level, as offered in departmental honors programs to the extent of at least 4 semester hours.
2. Satisfactory completion of a thesis, a project, or other investigation approved by the department in which the honors candidate majors.
3. The passing of a suitable comprehensive examination prepared and graded in the department in which the honors candidate majors.
4. Election of the honors program by the student in her junior or senior year, with the approval of the department in which she majors, admission being granted only if the student has an overall 3.0 quality point average at the time of her application for admission.
5. Maintenance of an overall quality point average of 3.0.
6. Readmission of the student into the regular curriculum if she either petitions to withdraw from the honors program or fails to maintain the necessary quality-point average. It is understood that a student withdrawing from her honors program may be required to take any courses the department considers necessary for completion of the degree.

Degrees with Distinction

Degrees with distinction are granted to students who satisfy the required quality-point averages in their total achievement. These are:

3.5 Highest Distinction
3.2 High Distinction
3.0 Distinction.

Dean's List

The Dean's List is computed at the end of each semester and is composed of the names of students who have attained a 3.0 average or better in February on a normal course load or in June on the total year's work.

Academy

The Academy is the honor society of Simmons College. Students of superior attainment may qualify for admission after completion of a minimum of 96 semester hours, at least 32 of which have been completed at Simmons College.

Awards and Prizes

Edward H. Addelson Foreign Study Award, to a student nominated jointly by the departments of Modern Language on the basis of scholastic achievement.

Alumnae Award for Academic Achievement, to a senior distinguished as to scholarship who comes recommended by the School in which she is enrolled as the most promising in her chosen field.

Alumnae Honor Award, to the senior who most nearly approximates the ideal Simmons student by combining scholarship, participation in student activities, contribution to college life, and general all-round excellence.

Associates' Award, for the incoming junior, distinguished as to scholarship, who comes recommended by the School in which she is enrolled as the most promising in her chosen field.

Allen Douglass Bliss Memorial Award, for that fourth-year student, recommended by the Department of Chemistry, whose academic achievement and promise in the field of chemistry are highest among her classmates specializing in this science.

Borden Freshman Prize, established by The Borden Company Foundation, Inc., and awarded annually to that eligible student who has achieved the highest average grade among the members of her class for all college work taken during the freshman year.

William M. Cavanaugh Memorial Award, established by the Publicity Club of Boston, and awarded to a junior or senior in the School of Publication who shows promise in the field of communications.

Jessie Bancroft Cox Prize in Publication, to the senior who in the judgment of the faculty of the School has demonstrated the greatest professional promise in the field of publication.

Danielson Memorial Award, awarded in the spring to an outstanding resident junior, to be applied to her residence charges for the senior year.

Beatrice Gannon Award, for the senior in the School of Business Administration with the highest scholastic average.

King C. Gillette Award, to the graduating senior in the School of Business Administration who best exhibits those qualities of leadership, scholarship, service, and character which are usually associated with professional and personal success.

Hodgkinson Achievement Award, to an outstanding member of the graduating class in the Prince School Program in Retailing.

Palmer Award, for the student who has the best record and the greatest promise in the field of social studies.

Prince School Founder's Prize, for the outstanding member of the graduating class in the Prince School Program in Retailing.

Robert Rankin Award, for the senior who best displays the qualities of friendliness, understanding, and interest in her fellow men which were evident in Dr. Robert Rankin.

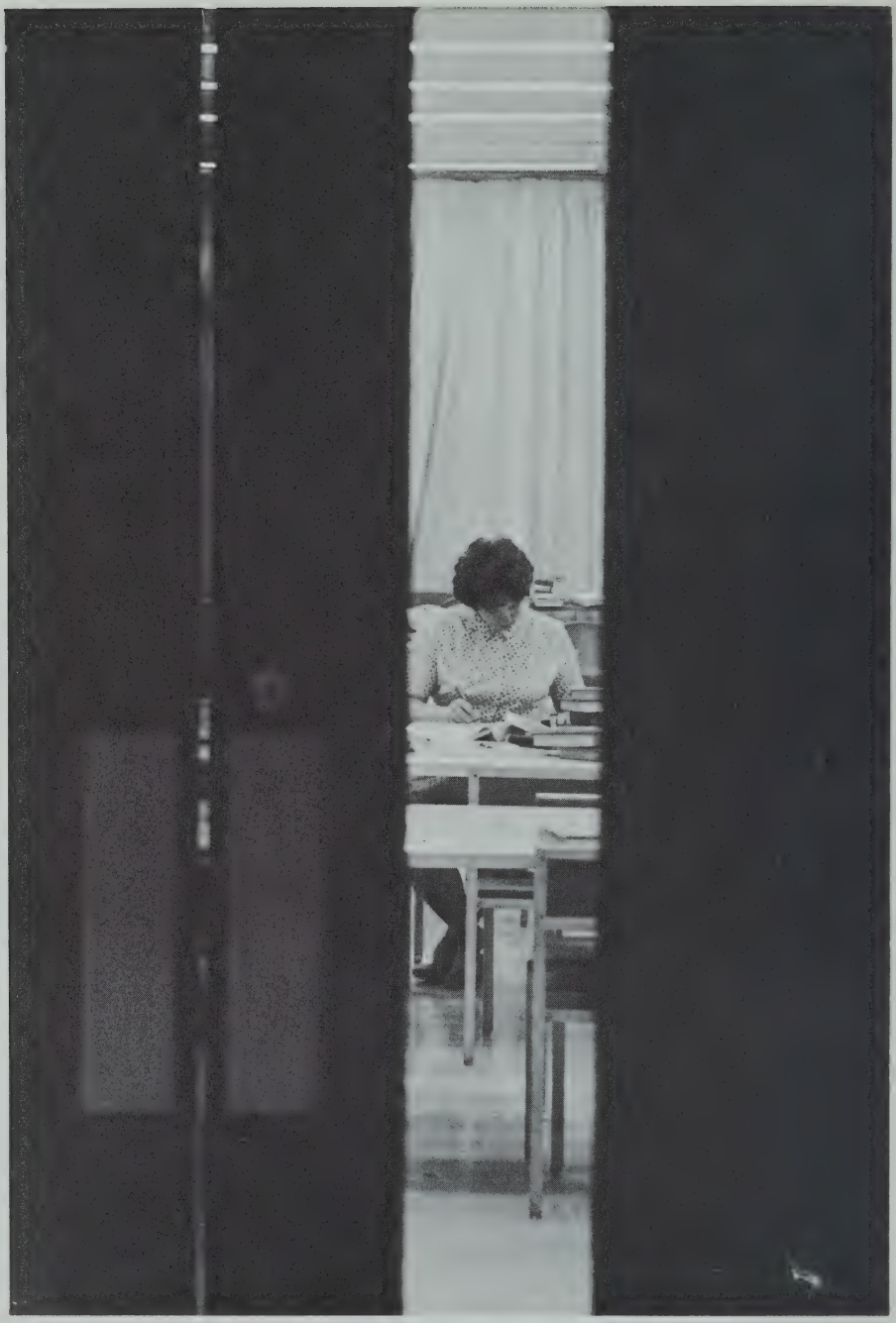
Marjory Stimson Honors Award, established by the Nurses' Club of Simmons College in honor of Miss Stimson, for many years a member of the staff of the School of Nursing. It is awarded in the fall to a student eligible for the bachelor's degree the following June, who is distinguished as to scholarship and who comes recommended by the School of Nursing as the most promising in her chosen field.

Catherine Jones Witton Memorial Award, for the outstanding senior specializing in biology.











Structure of the Educational Program

Simmons College emphasizes career preparation for women throughout its educational program. Undergraduate career preparation provides both a broad education in the arts and sciences and a specialization in at least one field which relates to the student's career objectives.

Individual Program Planning

The undergraduate curriculum enables each student to develop a four-year program especially suited to her intellectual interests and career plans. Students certain from the start about their career objectives may select a field of concentration early. Less committed students may explore more than one field of concentration before coming to a decision.

The freshman year is a year devoted to broadening and deepening intellectual interests. Qualified freshmen are able to enroll in advanced courses. Freshmen may elect courses from one or more fields of concentration or take courses in one or more of the areas of the distribution requirement (humanities, science and mathematics, and social science and history.) During their first year, students learn about professional opportunities open to women—the talents and abilities required and the possibilities offered.

Faculty advisers help freshmen plan a four-year program of career preparation and assist students in the choice of a field of concentration appropriate to their career objectives. To guide the students in the selection of an appropriate program, the curriculum is arranged in six career areas.

Career Area in Administration and Communication

Fields of Concentration

- Business Administration
- Hospital and Health Services Administration
- Retailing Administration*
- Finance
- Publication
- Consumer Services
- Governmental Affairs

Career Area in Social Science

Fields of Concentration

- Government
- Economics
- Community Work
- Psychology
  - Guidance and Psychometric Work
  - Hospital Clinical Research
  - Industrial Human Factors Research
  - Child Development

Career Area in Humanities

Fields of Concentration

- English
- French
- Spanish
- History
- Philosophy
- Art

Career Area in Education

Fields of Concentration

- Secondary School Teaching of
  - English
  - French
  - Spanish
  - History and Social Studies
  - Biology
  - Chemistry
  - Physics
  - Mathematics
- Elementary School Teaching, with specialization in such core combinations as English-Social Studies or Mathematics-Science
- Home Economics Education

**Prince School Program in Retailing*

Career Area in Science

Fields of Concentration

Biology
Chemistry
Physics
Mathematics

Foods and Nutrition

Career Area in Health Services

Fields of Concentration

Nursing

Physical Therapy
Orthoptics
Medical Technology

Institution Management and Dietetics

Students choose a concentration from one of the career areas. The field of concentration is the core of the student's program, made up of at least 20 semester hours but not more than 40 semester hours related to the student's special interests. Students also have the opportunity to combine fields of concentration from more than one career area in order to suit their individual interests. For example, a student may specialize in psychology and mathematics, or publication and English, or choose an interdepartmental major such as economics and mathematics, or economics and business.

To provide breadth and depth of education, the student must also take throughout her four-year program 48 semester hours in the liberal arts and sciences. Students must elect 8 semester hours from each of the three areas of the distribution requirement: humanities (literature, arts, philosophy); science and mathematics; social science and history.

The remaining 24 semester hours must be chosen either from one area or from two or three areas of the distribution requirement, with the understanding that this requirement must be fulfilled outside the field of concentration. These 24 semester hours are intended to provide depth in one, two, or three disciplines in a meaningful sequence of courses rather than to be used for a random selection of courses.

In order to fulfill the requirement in literature, students may elect advanced courses in foreign languages at or above the level of *French 28, German 20, Spanish 20,* and *Russian 20.* Such a course will satisfy both the literature requirement and the language requirement. *English 10* or *11* will not fulfill the requirement in humanities. Students advised to take *English 10* or *11* will elect these courses outside the distibution requirement.

The remainder of the student's four-year program will be electives (a minimum of 32 semester hours, a maximum of 52 semester hours). Students may use their electives either for further work in their field of concentration, for a second field of concentration, or for greater breadth of educational experience.

Additional courses are prerequisite to the field of concentration in the sciences, economics, mathematics, psychology, home economics,

and the paramedical programs, and may be used by the student to fulfill the breadth and depth requirement in arts and sciences.

In the senior year each student is required to do some independent study or to select a senior seminar that reviews and integrates the knowledge and basic principles of her field of concentration with her general education in the liberal arts and sciences.

Fields of Concentration

Departmental Concentrations

Department of Art and Music

The Department of Art and Music offers a concentration in art as well as courses in music. The concentration in art includes courses in both the history of art and the practice of art. All students concentrating in art are required to do a minimum of work in the practice of art.

With rare exceptions, career preparation in art history must be completed in graduate school. A number of institutions, usually large universities, offer specialized training leading to the master's degree and to the doctorate in art history. Further study at graduate school is necessary for careers in teaching at the college or junior college levels, or for a variety of careers in the museum field.

Students desiring more extensive professional education in the practice of art than can be combined with an undergraduate program will normally complete their career preparation in graduate or professional schools. Advanced professional training in the practice of art may lead to careers in a wide variety of fields, such as college teaching, publishing, various types of commercial design, architecture and city planning, ceramics, painting, sculpture, and print-making.

Concentration in Art

Requirements. Students are required to complete 28 semester hours, 4 of which may be replaced by a course in the philosophy of art, distributed as follows:

	At least 4 sem. hrs. in the history of art from:
Art History 31–1	Proseminar in Italian Renaissance Art
Art History 34–2	Proseminar in Twentieth Century Art
Art History 35–2	Proseminar in American Painting

Art History 36–2	Proseminar in Baroque Art
	At least 4 sem. hrs. in the history of art outside the Western tradition from:
Art History 22–1	Arts of the Far East
Art History 28–2	The Indian Arts of America
Art History 32–2	Proseminar in the Art of India

It is also required that 8 semester hours be completed in the practice of art *(Art 15, 16)*

Note: *Art History 20* is not acceptable for credit toward a concentration in art. Students considering art as a specialization should take *Art History 21, 24,* or *26* as their first course.

Although there is no strict sequence in which these courses should be taken, it is recommended that 8 semester hours in the practice of art be taken during the second, or at the latest, the third year. A proseminar would normally be preceded by a lecture course in the pertinent period of art history. Individual study courses may be taken by qualified students under the designation *Art 60* (see Individual Study, page 152).

Students planning graduate study in the history of art should acquire a reading knowledge of at least two foreign languages and in choosing electives should place heavy emphasis upon areas such as history and literature, which will provide them with a varied general knowledge of cultural history.

The concentration in art may be combined with a number of other departmental concentrations. A student interested primarily in the history of art might consider a second concentration in English, history, philosophy, French, or Spanish. Students concerned especially with the practice of art may find a profitable second concentration in publication, home economics, or business administration.

Department of Biology

The aims of the biology curriculum are to provide each student with an understanding of vital phenomena and the training necessary to relate these phenomena to the physical world. The outline of study utilizes a physico-chemical physiological approach. This concentration is either basic for further specialization in biology, or provides an opportunity to combine interdisciplinary areas. The concentration together with electives is intended to prepare the student either for graduate school or for terminal training.

Career opportunities for which a concentration in biology prepares the student are many and quite diverse. Suggested areas of interest might be in chemical, genetic, cellular, or developmental biology. Or it

might be in some area of physiology, e.g., general, comparative, or neurophysiology. Morphology and/or ecology may be the prime target. Many fields emphasize microbiology. General requirements for graduate study are provided for by the biology concentration, but for any specific graduate program, the university concerned should be consulted early in the student's career.

Combinations of biology with other concentrations may be planned for specialized areas of graduate education.

Concentration in Biology

During the years 1955–65 there has been an explosive development of biological knowledge. The biologist is now faced with the task of learning to master disciplines other than his own in order to be in the forefront of any particular specialized field. He must not only try to be knowledgeable in related fields of science but also must attain an awareness of the impact of scientific discovery on the community in which he lives.

There are evidences of trends in biological education along several lines. For example, emphasis may be on molecular structure and fuctional organization of cellular constituents, and the relation of biology to physics and chemistry, or on evolution, systematic, and population biology. Again, many advances have been made in our understanding of adaptation, functional coordination, and relationships to the behavioral sciences.

The concentration in the Department of Biology has been designed to provide for these trends, and at the same time to offer the flexibility required for election of courses which will contribute to the liberal education of the student. Provision is made for independent study under the guidance of a member of the faculty of the Department. Such study may begin in the third year.

Requirements. The normal sequence of required courses is as follows:

Biology 23a–1	Biology of Organisms—Morphology I
Biology 24a–2	Biology of Organisms—Physiology
Biology 30–1	Microbiology I
Biology 31a–1	Biochemistry I
Biology 32a–2	Microbiology II
Biology 33–2	Cell Biology I
Biology 40a–1	Cell Biology II
Biology 41a–2	Biochemistry II
	Independent Study

Prerequisites. Since the concentration in biology is based heavily on the related sciences of chemistry, mathematics, and physics, course work in these areas is prerequisite for certain of the courses in biology. During the first two years, the student should take two courses in general and organic chemistry, as well as mathematics through integral calculus.

Recommendations. It is strongly recommended that any student intending to specialize in biology enroll in General Biology *(Biology 10–1)* and Genetics and Evolution *(Biology 12–2)* in the first year. It is also strongly recommended that a course in statistics be included, and a one-semester course in analytical chemistry or instrumentation. For those with specific interest in physiology, a year course in general physics is recommended as a minimum.

Department of Business Administration

The Department of Business Administration prepares young women to achieve positions of administrative responsibility in a wide variety of fields.

To direct any type of organization, a leader must be familiar with the principles and practices of organizing human resources for effective behavior, the processes involved in decision-making, and the managerial procedures for directing the actual operations. Since middle management or supervisory work is concerned primarily with getting things done through people, the Department stresses human relations, communications, and behavioral aspects of management. Specializations include business administration, retailing, finance, and hospital and health services; other areas can be planned to meet specific needs.

A series of four lectures by outstanding businessmen is given each spring. Students attend at least eight of these before graduation.

Students who plan to enter graduate school will find work in any of the concentrations of the Department a valuable background for further study.

Business Administration

A student who wishes to make a career of business may prepare for eventual positions of administration in any of the several diverse business fields. The concentration is designed to provide understanding of the environment of business, a knowledge of business organization, an insight into functional problems of business management, and acquaintance with a specialized field of business. This area offers many opportunities for women who wish interim, part-time, or permanent employment in challenging and responsible positions. Through the selec-

tion of appropriate elective courses, a student may include study in the fields of advertising, international business, office administration, personnel administration, or other areas.

Graduates of the concentration hold positions as office managers, administrative assistants, government administrators, property managers, personnel directors, advertising specialists, executive secretaries, bilingual secretaries, and owners and operators of businesses.

Concentration in Business Administration

Requirements. The sequence of required courses in the concentration in Business Administration would normally be taken in the following order (exception: selected electives):

Business Administration 27–1	Principles and Practices of Administration
Business Administration 20–1	Principles of Accounting
Business Administration 36–1	Analysis of Business Data
Business Administration 38–1	Legal Aspects of Business
Business Administration 34–2	Business Communications
Business Administration 56–2	Personnel Principles and Practices
Electives:	12 sem. hrs. selected from courses in the Department of Business Administration

Students who elect this concentration must take Contemporary Economic Society *(Economics 20–0)*.

The completion of Organizational Behavior *(Business Administration 47)* and Management of Resources *(Business Administration 48)* fulfills the requirements of the Senior Integrative Seminar.

Prince Program of Retailing Administration

The Prince Program of Retailing Administration is the outgrowth of a long and interesting educational development, started in 1905 by Mrs. Lucinda Wyman Prince. It is one of the most respected programs for retailing education in the country. The program's concentration consists of courses in retailing, field work, and electives.

The Prince Program of Retailing Administration prepares students for employment as executives in department stores, specialty stores, and other retail organizations.

Graduates hold positions as training directors, employment managers, fashion coordinators, buyers, merchandise managers, personnel directors, and branch store managers for department and specialty stores, and as owners and managers of small retail shops.

The students visit stores and manufacturing plants in the Boston area; retailing executives visit classes frequently as guest lecturers. A field trip to the New York market is offered in alternate years. Students participate in a six-week field work experience during the first semester of their senior year, at which time they hold positions of responsibility in department stores throughout the country.

Concentration in Prince Program of Retailing Administration

Requirements. The sequence of required courses in the concentration in Prince Program of Retailing Administration would normally be taken in the following order (exception: selected electives):

Business Administration 27–1	Principles and Practices of Administration
Business Administration 55–1	Retailing Principles and Practices
Business Administration 52–1	Marketing
Business Administration 36–1	Analysis of Business Data
Business Administration 53–2 and	
Business Administration 54–1	Retail Merchandising
Business Administration 56–2	Personnel Principles and Policies
Business Administration 67–1	Personnel Problems in Retailing
Business Administration 65–1	Retailing Seminar
Selected Electives:	*4 sem. hrs. from:*
Business Administration 34–2	Business Communications
Business Administration 63–1	Marketing Research

Students who elect this concentration must take Contemporary Economic Society *(Economics 20–0)*.

The completion of Organizational Behavior *(Business Administration 47)* and Management of Resources *(Business Administration 48)* fulfills the requirements of the Senior Integrative Seminar.

Finance

An interdepartmental concentration in finance is offered cooperatively with the Department of Economics. This concentration offers an integrated approach to the conceptual and operational aspects of business and investment finance, the functions of financial institutions and capital markets, the principles and practices of financial administration, and the economic and legal aspects of financial organizations, business transactions, and related areas.

The concentration is designed to meet the needs of students who wish to go to graduate school, or those who wish to enter immediate employment upon graduation in commercial, savings, and investment

banking, insurance, investment firms, and financial departments of business and non-business organizations, or in financial administration in government.

Concentration in Finance

Requirements. The sequence of required courses in the concentration in finance would normally be taken in the following order (exception: selected electives):

Economics 20–0	Contemporary Economic Society
Business Administration 20–1	Principles of Accounting
Business Administration 25–2	Intermediate Accounting
Economics 32–2 or	Economic and Social Statistics *or*
Business Administration 36–1	Analysis of Business Data
Business Administration 58–2	Security Market and Investments
Business Administration 38–1	Legal Aspects of Business
Economics 43–1	Corporation Finance
Economics 35–1	Money and Banking
Selected Electives:	*8 sem. hrs. from:*
Economics 39–1	International Economics
Economics 41–1	Intermediate Economic Theory
Economics 44–2	Government and Business
Business Administration 34–2	Business Communications

The Senior Integrative Seminar requirement will be satisfied by taking Reading and Research *(Economics 50)* or Seminar in Financial Administration *(Business Administration 62)* and Organizational Behavior *(Business Administration 47)* or Management of Resources *(Business Administration 48).*

Recommendations. Students are advised, though not required, to take their depth concentration in mathematics.

Hospital and Health Services Administration

This concentration provides preparation for a myriad of diverse but interesting and challenging positions in the field of hospital and health services administration. Expansion and rising costs of medical and psychiatric services have created a demand for qualified administrators. The concentration is offered cooperatively with the Department of Nursing and the Department of Home Economics in order to provide an understanding of patient care and dietary needs in addition to administrative proficiency.

Because there are so many administrative units within a hospital, the range of opportunities for which a student may prepare is great. Included are positions, for example, as manager of a specialized department

such as physical therapy, x-ray, etc., admissions officer, ward manager (relieving the nurse of administrative responsibilities so she can give more time to patient care), director of volunteer services, manager of housekeeping services, assistant to a general manager, services coordinator, etc. There are also increasing opportunities for administrative positions in nursing homes, convalescent homes, day-care centers, recuperation centers, outpatient clinics, public health agencies, and others.

Concentration in Hospital and Health Services Administration

The sequence of required courses in the concentration in Hospital and Health Services Administration would normally be taken in the following order (exception: selected electives):

Business Administration 27–1	Principles and Practices of Administration
Home Economics 26	Normal and Therapeutic Nutrition
Nursing 28–1, 2	Health and Society
Home Economics 24	Hospital Food Service
Nursing 38–1, 2	Health Services
Selected Electives:	*16 sem. hrs. from:*
Business Administration 20–1	Principles of Accounting
Business Administration 34–2	Business Communications
Business Administration 56–2	Personnel Principles and Policies
Psychology 40–1, 2	Social Psychology
Business Administration 36–1	Analysis of Business Data
Business Administration 38–1	Legal Aspects of Business

Students will take Organizational Behavior *(Business Administration 47)* and Management of Resources *(Business Administration 48)* to fulfill the requirements of the Senior Integrative Seminar.

Students who elect this concentration must take Contemporary Economic Society *(Economics 20–0)*.

It is assumed students will complete in the freshman year General Chemistry *(Chemistry 10–1* or *12–1)* and General Biology *(Biology 10–1)*.

Recommendations. Students are advised, though not required, to take their depth requirement in science.

Electives in Management Training

The Department of Business Administration provides a sequence of electives which may be combined with any professional field in order to provide administrative knowledge and skills necessary for promotion to leadership positions in the field. The work is designed to provide minimal specialization in the basic principles of administration in order

to permit a broad background in the disciplines related to the student's field of interest.

The courses in this sequence are Principles and Practices of Administration *(Business Administration 27)*, Organizational Behavior *(Business Administration 47)*, and Management of Resources *(Business Administration 48)*. For example, in the area of personnel counseling, the student can add the management training elective to a concentration in psychology. For a career in publishing or home economics, the student adds management subjects to the work in the specialized fields. There are unlimited possibilities for combining management training with any field of interest to improve the professional opportunities of the student.

Department of Chemistry

The concentration in chemistry includes courses planned to prepare the student for further study at graduate school or without further study for employment in a research laboratory. Employment as a member of a research team is one of the many possibilities open to a candidate holding a bachelor's degree in chemistry. Such positions are available in large chemical industries, government, and other research institutes. In all these areas there is constant demand for personnel. However, the student planning to pursue chemistry as a profession with the intention of initiating and directing research should plan on an advanced degree.

Concentration in Chemistry

Requirements. The sequence of required courses in chemistry would normally be taken in the following order and completed by the end of the third year.

Chemistry 31–1, 32–2	Organic Chemistry
Chemistry 40–1, 41–2	Physical Chemistry
Chemistry 25–2	Analytical Chemistry
Chemistry Electives:	*14 sem. hrs. from:*
Chemistry 42–2	Advanced Organic Chemistry
Chemistry 43–2	Biochemistry Laboratory
Chemistry 44–1	Qualitative Organic Chemistry
Chemistry 45–1	Advanced Analytical Chemistry
Chemistry 46–1	Biochemistry
Chemistry 47–2	Radiation Chemistry
Chemistry 48–2	Advanced Inorganic Chemistry

All seniors will be required to take a Senior Seminar and Independent Study *(Chemistry 51–0).*

Ordinarily, Organic Chemistry *(Chemistry 31, 32)* is taken in the sec-
(Chemistry 25) are taken in the third year.
ond year and Physical Chemistry *(Chemistry 40, 41)* and Analytical Chemistry

Prerequisites. In addition, students specializing in chemistry are expected to complete Inorganic Chemistry *(Chemistry 12* and *13)* and Calculus I *(Mathematics 10* or *12)* and Calculus II *(Mathematics 11* or *13)* during the first year. As further prerequisites students must have taken by the end of the second year General Physics *(Physics 12* and *13)* and Intermediate Analysis I *(Mathematics 24)* which may be used to fulfill part of the depth requirement in arts and sciences.

Recommendations. The Department recommends that the student complete the depth requirement in arts and sciences by further electives in biology, mathematics, physics, and/or the philosophy of science.

Honors in Chemistry. Candidates for honors in chemistry are expected to fulfill College requirements as designated on page 56.

In addition to the above courses, an honors student is required to complete the Undergraduate Research Project *(Chemistry 50–0).*

Graduate School Requirements. Students planning further study at graduate school are advised that the minimum requirements of the concentration in chemistry will usually satisfy admission requirements for graduate school. However, students with this minimal preparation may be required to take additional undergraduate courses which may extend the time normally required to secure a graduate degree. To meet the current national standards for completely adequate preparation for graduate school, students must elect *Chemistry 45* and take a total of 225 hours of laboratory in "advanced" undergraduate courses including *Chemistry 44* (90 hours of laboratory), *Chemistry 43* (60 hours), *Chemistry 45* (90 hours), *Chemistry 47* (45 hours), and *Chemistry 51* (not more than 45 hours).

The Department recommends strongly the election of German and/or Russian. Two foreign languages, of which one must be German or Russian, are usually required by graduate schools. Much of the current foreign literature in chemistry is in one or the other of these two languages, and that of the past is predominantly in German.

The specialization in chemistry when combined with suitable electives in biology and the social sciences will meet the requirements for admission to medical and dental schools. Since modern medical research and practice depend heavily on a sound knowledge of the physical sciences, this type of preparation seems particularly appropriate.

Specialization in chemistry may be combined with offerings of other departments for rewarding interdepartmental programs. Thus, chemistry may be combined with *biology* or *physics* to prepare for graduate work, medical or

dental school, or employment. Chemistry alone or with another science may be combined with *education* to prepare for teaching in secondary schools. Chemistry and *publication* prepare a student for technical writing and editorial work on chemistry journals and textbooks. Combined with *philosophy,* a program prepares for graduate work in the philosophy of science. To prepare for science literature research, chemistry should be supplemented by study in *foreign languages.*

Unless such interdepartmental programs have been formally published, a student should obtain the advice of the departments concerned.

Department of Economics

The concentration in economics prepares students for a variety of positions in government and business. It contributes also to an understanding of the economic problems which are encountered in family living and the ever-present economic problems of contemporary society. The field of concentration in economics provides adequate background for graduate work in this field in preparation for both teaching and research.

Concentration in Economics

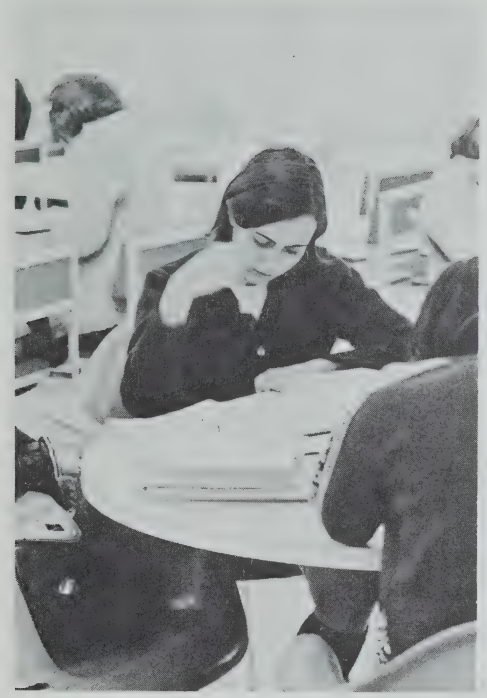
Requirements. Contemporary Economic Society *(Economics 20)* is basic for all later work in this field and should be taken during the first or second year by students considering specialization in economics.

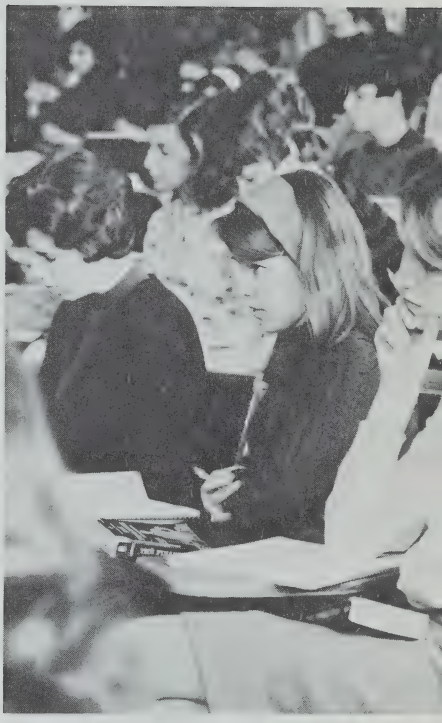
Economics 20–0	Contemporary Economic Society
Economics 32–2	Economic and Social Statistics
Economics 35–1	Money and Banking
Economics 41–1	Intermediate Economic Theory
Economics Electives:	*12 sem. hrs. of additional courses*

In addition, students specializing in economics are advised that they must complete 4 semester hours of independent study after consultation with members of the Department.

Honors in Economics. The Department of Economics follows the general College requirements for the honors program as set forth on page 56.

Interdepartmental Concentrations. Students specializing in economics can frequently profit from the study of related fields such as history, government, sociology, mathematics, and business. In two cases interdepartmental concentrations are available. A concentration in finance is offered cooperatively with the Department of Business Administration. An interdepartmental concentration in economics and mathematics is offered jointly with the Department of Mathematics. These specializations meet the needs of students in economics and







business where a constantly increasing amount of mathematics is used. For those students with good mathematical aptitude, who do not wish to specialize in pure mathematics, this provides an opportunity to develop a field of applied mathematics.

Interdepartmental Concentration in Economics and Mathematics

Requirements. Students electing this concentration are required to complete 24 semester hours in economics and 24 semester hours in mathematics.

Economics	
Economics 20–0	Contemporary Economic Society
Economics 32–2	Economic and Social Statistics
Economics 35–1	Money and Banking
Economics 41–1	Intermediate Economic Theory

An additional course in economics or *Business Administration 20–1* or *Business Administration 58–2*

Mathematics	
Mathematics 01–1, 2	Introductory Statistics
Mathematics 10–1	Calculus I *or*
Mathematics 12–1	Calculus I
Mathematics 11–2	Calculus II *or*
Mathematics 13–1, 2	Calculus II
Mathematics 02–1, 2	Finite Mathematics
Mathematics 22–1	Linear Algebra
	At least one of the following:
Mathematics 24–1	Intermediate Analysis I
Mathematics 30–1	Probability and Statistics I
Mathematics 41–2	Numerical Methods

Interdepartmental Concentration in Economics and Finance

For details of the requirements for the interdepartmental concentration in finance, see the concentrations listed under the Department of Business Administration, page 69.

Department of Education

The Department of Education offers concentrations to prepare students for either elementary or secondary school teaching. Each of the two education concentrations, in conjunction with related departmental or interdepartmental concentrations, will meet the requirements for teacher certification in the Commonwealth of Massachusetts and in most other states. Moreover, these concentrations will ordinarily prepare the student

for graduate work leading to the master's degree in education or in a specific subject-matter field such as English, French, Spanish, or history.

Concentration in Elementary School Education

Requirements. For elementary school education the 32 semester hours of required courses are normally taken in the following order:

Education 20–1, 2	Historical and Philosophical Backgrounds of Education
Psychology 30–1, 2 or *Home Economics 35–1, 2*	Child Psychology *or* Child and Adolescent Growth and Development
Education 36–1	Curriculum and Methods in the Elementary School Teaching of Reading, Language Arts, and Social Studies
Education 37–1, 2	Curriculum and Methods in the Elementary School Teaching of Mathematics and Science
Education 38a–2	The Nature of Classroom Teaching: Elementary Education
Education 38b–2	Curriculum and Methods in the Elementary School Teaching of Art, Music, and Physical Education
Education 41–1	Student Teaching: Elementary Education A non-credit senior seminar is required in conjunction with *Education 41.*

The concentration in elementary education must be combined with an interdepartmental concentration in one of the following specializations or in other specializations which may be arranged.

The English-Social Studies Concentration

Students electing this concentration are required to complete 24 semester hours in English and 16 semester hours in social studies.

English	
English 20a–1, 20b–2 or the equivalent	American Writers
English 80–2 or the equivalent	Nineteenth Century English and Continental Poetry
English 28–1, 2	English Language–Its Growth and Use
English Electives:	8 sem. hrs. This part of the program must conform to the recommendations of the student's subject-matter adviser.

Social Studies	
History 21–1, 22–2	History of American Civilization
Electives:	8 sem. hrs. including one course in European history and one course in government or sociology.

The Social Studies-English Concentration

Students electing this concentration are required to complete 24 semester hours in social studies and 16 semester hours in English.

Social Studies	
Sociology 20–1, 2	Introduction to Sociology
History 21–1, 22–2	History of American Civilization
Social Studies Electives:	*12 sem. hrs.*
English	
English 28–1, 2	English Language—Its Growth and Use
English 80–2 or the equivalent	Nineteenth Century English and Continental Poetry
English Electives:	8 sem. hrs. in American literature, drama, or the novel

Prerequisite. This concentration assumes completion in the first year of *Social Studies 10* or an acceptable equivalent.

The Mathematics-Science Concentration

Students electing this concentration are required to complete 36 semester hours in mathematics and science.

Mathematics and Science	
Mathematics 02–1, 2	Finite Mathematics
Mathematics 32–1	Modern Geometry
Mathematics 22–1	Linear Algebra
Biology 10–1, 11–2	General Biology I, II
Chemistry 10–1, 11–2 or *Chemistry 12–1, 13–2*	General Chemistry *or* Inorganic Chemistry
Physics 10–1, 11–2 or *Physics 12–1, 13–2*	Elementary Physics *or* General Physics

Prerequisite. This concentration assumes completion of *Mathematics 10, 11* or *12, 13* in the first year. If such is not the case, the program should be planned in consultation with the Department of Mathematics.

Concentration in Secondary School Education

Requirements. For secondary school education the 28 semester hours of required courses are normally taken in the following order:

Education 20–1, 2	Historical and Philosophical Backgrounds of Education
Psychology 33–2	Psychology of Adolescence
Education 30–1	The Nature of Classroom Teaching: Secondary Education
Education 32–2 or	Curriculum and Methods in the Secondary School Teaching of English *or*
Education 33–2 or	Curriculum and Methods in the Secondary School Teaching of Modern Language *or*
Education 34–2 or	Curriculum and Methods in the Secondary School Teaching of History and Social Studies *or*
Education 35–2	Curriculum and Methods in the Secondary School Teaching of Science and Mathematics
Education 39–0	Seminar in Teaching Methods
Education 40–1, 2	Student Teaching: Secondary Education A non-credit senior seminar is required in conjunction with *Education 40.*

The concentration in secondary education must be combined with a departmental concentration in English, French, Spanish, history, chemistry, biology, physics, or mathematics or with an interdepartmental concentration such as American Studies. (The requirements for each of these concentrations are stated elsewhere in this catalogue under the appropriate department.)

Department of English

Concentrations in English, leading to the baccalaureate degree, are offered either independently or in combination with concentrations in certain related subjects. The concentration in English can be advantageously combined with concentration in such subjects as history, language, art, or education. Ordinarily the English concentration will allow the student to take graduate work leading to the Master of Arts in Teaching or some similar master's degree for which an honors curriculum in English is not required. Those who intend to prepare for the master's or the doctor's degree in English should take an honors curriculum.

Concentration in English

Requirements. 36 semester hours distributed as follows:

English 35–1	Shakespeare

	At least 4 semester hours in nineteenth century English literature from:
English 21–0	English Literature of the Nineteenth Century
English 122–0	Problems in English Literature of the Nineteenth Century
English 123–1	English Literature 1875–1939
English 170–2	Symbolism and Realism
English 176–1	Problems in the English Novel
	4 semester hours in American literature from:
English 20a–1	American Writers, 1620–1865
English 20b–2	American Writers, 1865–1900
or the equivalent	
	8 semester hours from:
English 145–1	Chaucer
English 144–2	Renaissance Drama and Poetry
English 33–2	English Literature and Society in the Age
or	of Donne and Milton *or*
English 171–1	Milton
English 134–1	English Literature and Society in the Age of Enlightenment
English Electives:	*16 sem. hrs.*
English 67–0	Non-credit integrative senior seminar

All students specializing in English are required to elect in consultation with the Department a course sufficiently advanced to enable the student to satisfy the requirement for independent study.

Recommendations. Students concentrating in English should have a competent reading knowledge of at least one foreign language and also a supporting knowledge of history. They are advised to elect at least 8 semester hours of a foreign language at or above the intermediate level and at least 8 semester hours of history, government, art, music, philosophy, or social science above the level of first-year courses.

Honors in English. Candidates for honors in English are expected to fulfill College requirements as designated on page 56.

Honors in English requires of candidates 36 semester hours in course work as listed above plus work and thesis as follows:

English 65–0	Directed Study: Senior Thesis
English Electives:	*8 sem. hrs.*
English 67–0	Non-credit integrative seminar

Candidates for honors should elect 8 semester hours of foreign language above the intermediate level and 20 semester hours in distribution in

a second language, history, government, philosophy, art or music, or the social sciences.

Students intending to continue their specialization in English on the graduate level will find it advisable to take an honors program. Attention is called to the concentration in American Studies. (See page 104.)

Integrated Four-Year Curriculum for the Concurrent Bachelor's-Master's Concentration in English

This curriculum is available to students who enter with considerable Advanced-Placement credit and thus qualify for an accelerated curriculum to be completed in four years. Many of these students will take a five-course program part of the time. Adjustments will be necessary on an individual basis depending on the quality and amount of Advanced-Placement credit. Perhaps other students may wish to take the honors curriculum in English and then proceed to a fifth year here for the Master of Arts degree. In these latter cases, the requirements for the regular master's in English, with appropriate adjustments to the student's undergraduate curriculum, will apply.

Requirements. The integrated bachelor's-master's four-year curriculum will require a total of 160 semester hours of work (toward which certain Advanced-Placement pre-matriculation courses may be credited) as follows:

English 35–1	Shakespeare
English 145–1	Chaucer
English 144–2	Renaissance Drama and Poetry
English 134–1	English Literature and Society in the Age of Enlightenment
	4 semester hours of nineteenth century English literature from:
English 21–0	English Literature of the Nineteenth Century
English 122–0	Problems in English Literature of the Nineteenth Century
English 123–1	English Literature 1875–1939
English 170–2	Symbolism and Realism
	4 semester hours in American literature from:
English 20a–1	American Writers, 1620–1865
English 20b–2	American Writers, 1865–1900
or the equivalent	
	4 semester hours in seventeenth century English literature from:
English 33–2	English Literature and Society in the Age
or	of Donne and Milton *or*
English 171–1	Milton

	8 semester hours in courses suitable for master's candidates
	8 semester hours in courses in genres like poetry, novel, and drama
English 65–0	Directed Study: Senior Thesis
English 67–0	Non-credit integrative seminar to be taken in the third year
	Oral examination of at least 1 hour on history of English literature
	Written examination of 3 hours in area of student's specialization
Candidates should elect:	
	At least 8 semester hours in a foreign language above the intermediate level
	At least 20 hours of distribution in courses in the humanities so planned as to constitute a minor in such areas as education, history, government, the social sciences, art, philosophy, or music.

By the beginning of the third year the student will elect some area of special interest in which she will do her thesis and take whatever courses seem most directly relevant to this interest. The most appropriate fields for this special interest may be in areas like American Studies, criticism, and the relations between literature and the arts—that is, areas which are emphasized in the regular master's curriculum.

Department of Government

The departmental requirements in government provide the student with a grounding in political theory and in comparative and American government and allow a student to choose eight more semester hours in the concentration, depending on the special interest. In addition, the requirement of a basic course in economics and a course in statistics are deemed essential for an understanding of modern governmental problems. Students with such a preparation can avail themselves of the numerous opportunities for governmental service at the federal, state, and local levels by the taking and passing of qualifying examinations administered by the various governments. Graduate work in government, for which this concentration is a preparation, usually involves a specialty in one particular area of government and, depending on the graduate school, a reading knowledge of two modern languages.

Students specializing in government are eligible to be considered for attendance at the "Washington Semester" of The American University in Washington, D.C. All juniors are eligible, but since the Simmons College quota is two, the Department naturally wishes to send its most qualified students. Qualified juniors may study government, public affairs, and international relations for one semester with a group of students selected from participating colleges all over the country. The program consists of a seminar, which meets weekly to question government officials and to discuss previous meetings; a project, begun before the Washington Semester, in the form of a supervised individual study utilizing the research facilities and personal contacts uniquely available in Washington; and two or three courses selected in advance to supplement the student's program at Simmons College. Ordinarily the student will attend American University in the first semester of the junior year; and must discuss plans for the Washington Semester with the adviser early in the sophomore year. This plan is a unique one since it provides students with an opportunity both to obtain practical experience in government and to complete a major project.

Concentration in Government

Requirements. The requirements of the concentration in government have been kept to a minimum so that students may take courses in other areas of interest. Students interested in a career in the social sciences either in government or in teaching at any level are advised to elect at least one course in each of the other social sciences in addition to government.

Government 21–1, or	Government in the United States—Federal System *or*
Government 22–2	Government in the United States—Urban and State Politics
Government 23–1 or	Classical and Early Modern Political Theory *or*
Government 24–2	Political Theory During the Last Two Centuries
Government 30–1 or	Governments in the Modern World—European *or*
Government 31–2	Governments in the Modern World—Asian and African
Economics 20–0	Contemporary Economic Society
Mathematics 01–1, 2	Introductory Statistics
Government Electives:	*8 sem. hrs.*

The requirement of independent study is satisfied by *Government 43.*

Honors in Government. An honors program is offered to qualified students who fulfill the College requirements as designated on page 56.

In addition to the courses listed above, an honors candidate is also required to complete satisfactorily:

Government 65–2	Directed Study: Senior Thesis
Government Electives:	*8 sem. hrs. in political theory*

Department of History

The Department of History offers a range of courses in American and European history for students who specialize in historical studies and also for students who wish to include a sequence of history courses as part of their liberal education.

Students specializing in history may prepare for a variety of careers, as teachers, reference librarians, archival researchers, professional historians, lawyers, or foreign service officials. Most of these professional activities presuppose further study in graduate school, but some of them can be entered, possibly at a junior level, with a bachelor's degree. The field of concentration in history is a sufficient foundation for undergraduate specialization in history and for continued study at graduate school.

Concentration in History

Requirements. The Department requires all students taking a concentration in history to elect one early field (Ancient or Medieval), a Modern European field, and an American field.

History 21–1, 22–2	History of American Civilization
History 27–1	Nineteenth Century Europe
History 28–2	Twentieth Century Europe
History 29–1 or	Ancient History *or*
History 30–2	History of Europe in the Middle Ages
History Electives:	8 semester hours in American or European history according to the field of specialization

Seniors specializing in history fulfill the requirements for independent study by arrangement with the Chairman of the Department.

Students specializing in history or combining a concentration in history with some other field may organize individual programs combining narrative courses with seminars which emphasize research methods and historical interpretations.

Recommendations. Students concentrating in history should develop a competent reading knowledge of at least one foreign language and preferably two foreign languages if they plan further study at graduate school. They are also advised to elect The Development of Contemporary Society *(Social Studies 10)* or some acceptable equivalent.

Honors in History. An honors program is offered to qualified students who fulfill the College requirements as designated on page 56.

In addition to the courses listed above, an honors candidate is also required to complete satisfactorily:

History 61–1 Historiography

The honors program, although open to any qualified student who has completed the field of concentration in history, is specially recommended to students who intend to pursue their study of history, or of a related subject, in graduate school.

Interdepartmental Concentrations. Students who wish to arrange interdepartmental concentrations may, after consultation with their advisers, combine a sequence of history courses with those in many fields. One such combination is the American Studies concentration drawing upon American history and literature as well as government and art history. The Department of History and the Department of Education administer jointly combined fields of concentration. Students electing these fields can prepare for the teaching of history or social studies in secondary or elementary schools.

Department of Home Economics

The Department of Home Economics offers undergraduate concentrations in preparation for the wide variety of interesting and challenging positions open to the college graduate professionally trained in home economics, or for graduate work in any of the areas of home economics. Students who are interested in teaching, in extension or 4-H Club work, in the business field, or in graduate study in home economics education or in clothing and textiles, are advised to follow the concentration in home economics education and consumer services. Those who wish to work with young children in nursery schools or in day-care centers, or who expect to pursue graduate study in child development, should follow the concentration in child development. Well-qualified students enrolled in either of the foregoing concentrations may spend one semester of the junior or senior year in intensive study of human development at The Merrill-Palmer Institute in Detroit. The concentration in institution management, dietetics, and foods and nutrition is planned for students who are interested in the profession of dietetics, in the field of public health nutrition, or in graduate study in foods and nutrition.

Students who pursue any one of the concentrations in home economics may combine it with a meaningful sequence of courses in any other area of study offered in the College. For example, a concentration in home economics may be combined with courses in art, business administration, economics, modern language, philosophy, psychology, science, or sociology, or combinations of several of these. Those who are interested in working in other countries, particularly in the developing countries of the world, should consider the need for fluency in at least one language other than English.

Graduate study in one or more of the subject-matter fields in home economics is required for teaching in junior and senior colleges. Students interested in college teaching may prepare for graduate school by following any one of the undergraduate concentrations in the Department of Home Economics, depending on their subject-matter interest.

Concentrations in Home Economics

The courses in the concentrations in home economics are listed according to their normal sequence.

Prerequisite. The concentration in child development assumes completion of at least one semester of general biology. The other two concentrations assume completion of one year of general chemistry and one semester of general biology.

Concentration in Home Economics Education and Consumer Services

Requirements.

Home Economics 23–1 or *2*	Foods
Home Economics 20–1 or *2*	Clothing
Home Economics 35–1 or *2*	Child and Adolescent Growth and Development
Home Economics 30–1 or *2*	Tailoring
or	*or*
Home Economics 33–1 or *2*	Advanced Foods
Home Economics 34–1 or *2*	Home Management
Home Economics 21–2	Textiles
Home Economics 25–2	Nutrition
Home Economics 47–1 or *2*	Consumer Education
Home Economics 57–2	Family Relations

Required Individual Study. For students wishing to qualify as teachers of home economics, or for 4-H Club or extension service programs:

Home Economics 55–1	Student Teaching and Individual Study in Home Economics

For students interested in careers as home economists in business:

Home Economics 59–1 and/or *2*	Individual Study in Home Economics

Recommendations. A student who wishes to qualify for teaching home economics in junior or senior high school is advised to complete at least 4 semester hours in psychology; and at least 6 semester hours in education, of which 4 shall be Curriculum and Methods in the Teaching of Home Economics *(Home Economics 54–1)*. Additional courses in education may be necessary in order to meet certification requirements in some states. Study in art and design is recommended.

The student interested in either 4-H Club work or the adult program of the extension service should follow this concentration, including the recommended study in chemistry, biology, psychology, and education. Consideration should be given to electives in art and design, house planning, and demonstration techniques.

Those who are interested in careers as home economists in business—with advertising agencies, magazines and newspapers, equipment, food, and utility companies, and test kitchens—may combine the concentration in home economics education and consumer services with courses in business administration, publication, and chemistry. Election of 8 to 12 semester hours in one or more of these subject-matter areas is recommended. In addition, consideration should be given to electives in art and design, demonstration techniques, and experimental foods.

Concentration in Child Development

Students who complete this concentration are prepared to work with young children in many diverse situations. These include public and private preschool programs, hospital recreation programs, day-care centers, government-sponsored and community-action programs in urban areas, and, with advanced study, work with children who have special needs, such as the emotionally disturbed, handicapped, and retarded.

Requirements.

Home Economics 23–1 or *2*	Foods
Home Economics 22–1	Design
Home Economics 35–1 or *2*	Child and Adolescent Growth and Development
Home Economics 38–1	Early Childhood Programs: Methods and Materials
Home Economics 25–2	Nutrition
Home Economics 57–2	Family Relations
Required Seminar:	
Home Economics 49–2	Field Experience and Seminar in Child Development

Recommendations. It is recommended that students in this concentration elect 16 to 20 semester hours in psychology and sociology.

Concentration in Institution Management, Dietetics, and Foods and Nutrition

Career opportunities in dietetics include positions in hospitals, outpatient clinics, city and state health departments, schools of nursing (teaching nutrition), college and school food service, and industrial and commercial organizations.

Positions in business, laboratories, public health agencies, and the extension services, are available to the young woman whose undergraduate preparation has emphasized foods, nutrition, and the biological sciences. In some cases, a year of graduate study is required in order to become qualified for these fields.

Requirements.

Home Economics 23–1 or *2*	Foods
Home Economics 33–1 or *2*	Advanced Foods
Home Economics 25–2	Nutrition
Home Economics 45–1	Advanced Nutrition
Home Economics 43–2	Experimental Foods
Home Economics 46–2	Therapeutic Nutrition

Required Individual Study or Seminar. For students preparing for careers in institution management and dietetics:

Home Economics 52–1	Quantity Food Administration

For students preparing for careers in other areas of foods and nutrition:

Home Economics 59–1 or *2*	Individual Study in Home Economics

Recommendations. In addition, in order to meet the requirements for a dietetic internship and to satisfy the academic requirements for membership in The American Dietetic Association, a prerequisite for many positions in the field of dietetics, the student should include in her program 16 semester hours of chemistry, including general, organic, and biochemistry; 4 semester hours each of physiology and microbiology; 8 to 12 semester hours of business administration; and *Education 20.*

The student interested in a career in other areas of foods and nutrition should include in her program at least 20 semester hours of chemistry, including general, organic, and biochemistry, and 8 semester hours of biology; and is advised to elect a course in demonstration techniques. Those who are interested in preparing for the field of public health nutrition may combine this concentration with courses in chemistry, biology, mathematics and/or physics. The selection of such courses will depend on the particular interest of the student. It is recommended, also, that Introduction to Public Health Nutrition *(Home Economics 56–2)* be elected.

Department of Foreign Languages and Literatures

Courses are offered in French, German, Latin, Russian and Spanish, at different levels, to enable the student to strengthen her command of languages already studied or to begin the study of an additional foreign language. These courses are planned so that the student learns to speak and understand, as well as to read and write, with increasing facility and accuracy. As a student becomes familiar with a particular language, an understanding of the nature of language in general is developed. By studying literary works in the original language, students acquire an ability to read with enjoyment and full comprehension. Also, students develop knowledge of the intellectual and social history of the people who speak the language. Moreover, the knowledge and experience obtained in the critical reading of the major works of foreign literature permanently extend the range of a student's resources in the humanities and provide a means and taste for developing them further.

A student may elect courses in foreign language and literature as part of her liberal education or she may select foreign language as her field of concentration with some career objective in mind. A student may combine the special study of foreign language with diverse fields of concentration in the several career areas, for example: in the social sciences or science, in the various fields within social sciences, or business administration, or in other fields within the humanities. If a student wishes to teach foreign languages in secondary schools, she may combine the concentration in French or Spanish with the appropriate concentration in education. A concentration in French or Spanish when combined with a concentration in the humanities or social sciences may prepare the student for such careers as government service at home or abroad, employment as a translator for publishers or international agencies, or graduate study.

Students who wish to study or work abroad must achieve competence in all basic language skills. Students planning for further study in graduate school need to acquire reading proficiency in one or more languages to fulfill the requirements of many graduate programs.

Placement of students who have not studied foreign languages at Simmons College is determined on the basis of tests given by the Department.

Concentration in French

Requirements.

French 31–1, 32–2 Major French Writers
or the equivalent

	12 sem. hrs. or the equivalent, to be selected after consultation with members of the Department, from:
French 33–1, 2	Spoken French
French 34–1, 35–2	Conversation and Composition
French 36–2	French Linguistics
French 37–1	Stylistics
French 40–2	Advanced Composition and Conversation
	16 sem. hrs. from:
French 41–1	French Literature of the Middle Ages
French 42–1	French Literature of the Renaissance
French 43–2	The Age of Classicism
French 44–1	The Age of Enlightenment
French 45–2	The Theater of the Eighteenth and Nineteenth Centuries
French 46–1	The Nineteenth Century Novel
French 47–1	Romantic Poetry
French 48–2	Symbolist Poetry
French 49–1	Modern Poetry and Theater
French 50–2	Modern Novel
French 51–2	Gide, Sartre, Camus

Recommendations. Proficiency in a second foreign language beyond the intermediate level is strongly recommended for all French majors.

Honors in French. Candidates for honors in French are expected to fulfill College requirements as designated on page 56.

French 65–0	Directed Study: Senior Thesis Individual Study or Seminar Courses A non-credit integrative senior seminar

Concentration in Spanish

Requirements.	*20 sem. hrs. to be selected, after consultation with the adviser, from:*
Spanish 31–1, 32–2	Literature of the Spanish People
Spanish 33–1	Spoken Spanish
Spanish 34–2	Composition and Advanced Conversation
Spanish 35–1, 36–2	Main Currents of Spanish American Literature
Spanish 40–1	Advanced Composition and Conversation
Spanish Electives:	*16 sem. hrs. from:*
Spanish 42–1	The Fiction of Cervantes and His Predecessors
Spanish 43–2	Drama and Poetry of the Golden Age

Spanish 44–2	Modern Spanish and Hispanic American Poetry
Spanish 45–1	General View of Spanish Cultural History
Spanish 47–2	Stylistics
Spanish 48–1	Modern Hispanic Literature: Novel, Essay, and Drama
Spanish 49–2	Theory and Practice of Teaching Modern Language
Spanish 51–2	History of the Spanish Language

Recommendations. Proficiency in a second modern foreign language beyond the intermediate level is strongly recommended.

Honors in Spanish. Candidates for honors in Spanish are expected to fulfill College requirements as designated on page 56.

Spanish 65–0	Directed Study: Senior Thesis

Department of Mathematics

The concentration in mathematics includes courses planned to prepare students for scientific and technical work in mathematics (in industry, business, government, etc.) or for further study in graduate school for research in abstract mathematics or college teaching. Students interested in preparing to teach mathematics in secondary and elementary schools may combine appropriate portions of the concentration in mathematics with the appropriate concentration offered by the Department of Education. Other students wishing to pursue a program combining mathematics with the physical sciences or with a biological, behavioral, or social science should plan to include in their programs both portions of the concentration in mathematics and of the concentration in a field of interest to the student.

Concentration in Mathematics

Requirements. The sequence of required courses in mathematics would normally be taken in the following order and completed by the end of the sophomore year. In addition, students must take 16 semester hours of electives in mathematics during their third and fourth year.

Mathematics 01 and *02* cannot be elected to satisfy the concentration in the Department of Mathematics.

Mathematics 10–1 or *12–1*	Calculus I
Mathematics 11–2 or *13–2*	Calculus II
Mathematics 22–1	Linear Algebra
Mathematics 23–2	Algebraic Structures
Mathematics 24–1	Intermediate Analysis I

Mathematics 25–2	Intermediate Analysis II Seminar in Computer Programming
Electives:	*16 sem. hrs. from:*
Mathematics 30–1	Probability and Statistics I
Mathematics 41–2	Numerical Methods
Mathematics 43–2	Topics in Analysis
Mathematics 44–1	Complex Variables
Mathematics 46–1	Elementary Topology

All students electing this concentration are *required* to take General Physics *(Physics 12, 13)*, preferably in the third year.

Recommendations. The Department advises students with talent in applied mathematics and an interest in such fields as electronics, rocketry or computers to elect, during the third year, Probability and Statistics I *(Mathematics 30)* and one mathematics elective of the student's choice. During the fourth year these students are advised to elect Complex Variables *(Mathematics 44)* and Numerical Methods *(Mathematics 41)*. Students are further advised by the Department to elect courses in science requiring laboratory work.

Individual Study. Some senior level courses in mathematics will entail a large degree of individual work beyond the usual classroom requirements. In Elementary Topology *(Mathematics 46–1)*, the student will be expected to develop proofs of many of the theorems. In Numerical Methods *(Mathematics 41–2)*, the student will pursue problems from their inception, through programming and through interpretation of the results.

For students who have interest and aptitude in mathematical abstraction and who plan further study in graduate school, the Department advises two mathematics electives during the third year and Elementary Topology *(Mathematics 46)* and Topics in Analysis *(Mathematics 43)* during the fourth year.

Those students planning further study at graduate school are advised that the requirements of most doctoral programs include a reading knowledge of two modern languages.

Interdepartmental Concentration in Mathematics-Physics

Requirements:

Mathematics 10–1, 11–2 or *12–1, 13–2*	Calculus I and II
Mathematics 24–1, 25–2	Intermediate Analysis I and II
Mathematics 44–1 or	Complex Variables *or*
Mathematics 22–1	Linear Algebra
Physics 23–1	Mechanics
Physics 21–2	Electricity and Magnetism

Eight additional semester hours in physics and/or mathematics exclusive of *Mathematics 01* and *Mathematics 02*.

In addition to the above, the student will choose either the mathematics or physics seminar.

Prerequisites. *Physics 10–1, 11–2* or *12–1, 13–2,* or an equivalent secondary school course, is prerequisite to all the other physics courses.

Department of Nursing

The Department of Nursing offers a four-academic-year program in which a sequence of courses in the arts and sciences is integrated with professional nursing. These broad intellectual experiences provide a foundation for a career in nursing and for more effective living in contemporary society. The program aims to prepare young women to practice professional nursing in the many settings in which health services are provided. Among these are public health agencies, clinics, hospitals, nursing homes, and emerging health programs and facilities. Graduates of the program are prepared to meet admission requirements of graduate schools which offer programs leading to specializations in nursing.

Through the use of electives, students majoring in nursing are encouraged to pursue academic interests in other fields. There is freedom to combine the nursing concentration with other disciplines, to allow sufficient depth of concentration for proficiency in both areas. It is possible, for example, to combine nursing with sociology, home economics, mathematics, science, and publication. The desire to become more knowledgeable about man and society will direct many students into a selection of courses in the area of social sciences.

Upon completion of the program, graduates are eligible to write the licensing examination given by the Massachusetts Board of Registration in Nursing. Satisfactory scores on this examination entitle the applicant to practice as a registered nurse (R.N.).

The program is fully accredited by the National League for Nursing. The Department is a member of the Council of Member Agencies, Department of Baccalaureate and Higher Degree Programs of the National League for Nursing.

All courses in the program must be completed satisfactorily before the degree will be awarded. The College reserves the right to exclude students whose progress in nursing is unsatisfactory.

Concentration in Nursing

The order in which the courses listed below are taken may be varied for individual students. The required courses in science and social science

may be applied toward the College requirement for distribution and/or depth. Election of 8 semester hours in the humanities will complete the distribution requirement. If the English and foreign language requirement must be met through the use of electives, it is advised that this be done early in the program.

Requirements. Courses in the concentration in nursing would ordinarily be taken in the following sequence: (Individual exceptions may be arranged with the advice and consent of the Department.)

Nursing 10–2	Focus on Nursing
Nursing 26–1, 2	Nursing I
Nursing 30–1, 2	Nursing II
Nursing 32–1, 2	Nursing III
Nursing 40–1, 2	Nursing IV
Nursing 42–1, 2	Nursing V

All students are required to take Seminar in Nursing, *(Nursing 44–1, 2).*

Additional requirements in the basic disciplines must be completed by students in order to qualify for the concentration in nursing and to meet the requirements of the Massachusetts Board of Registration in Nursing.

Prerequisites. In the first year students must take General Chemistry *(Chemistry 10–1, 11–2)* and General Biology *(Biology 10–1, 11–2)* in order to qualify for Nursing I. Microbiology *(Biology 21),* Human Anatomy *(Biology 22),* and Human Physiology *(Biology 34)* must be completed by the end of the second year. Introduction to Psychology *(Psychology 20)* and Child and Adolescent Growth and Development *(Home Economics 35)* must be completed by the end of the third year. If Introduction to Sociology *(Sociology 20)* is not completed before the student enters Nursing V, it must be taken concurrently with that course.

Registered nurses who wish to complete requirements for a baccalaureate degree with a concentration in nursing are eligible for admission to the nursing program. Admission requirements are stated on page 42. All students entering this concentration on or after September 1967 will be admitted to the basic baccalaureate program in nursing. Placement in nursing courses is based on individual needs of the students and determined by the faculty.

Department of Philosophy

Many students wish to have more than a general acquaintance with philosophy. For students interested in directed study in philosophy, the Department offers three areas of concentration: *philosophy and humanities, philosophy and society,* and *philosophy and science.*

Students interested in one of these concentrations should understand that all are interdepartmental and must be elected in combination with a concentration outside philosophy.

Areas of Concentration

Each of the three areas of concentration, *philosophy and humanities, philosophy and society,* and *philosophy and science,* consists of 16 semester hours of required courses and 8 semester hours of elected courses in philosophy. The required courses have two purposes: to provide the student with some basic tools of philosophic analysis, and to relate these tools to problems that lie outside of formal philosophy. *Philosophy 20,* required in all three areas of concentration, is intended to help implement the first purpose.

The second purpose indicates the importance of a course which applies the tools of philosophic analysis to problems within the range of the student's special field of concentration, e.g., *philosophy of art, philosophy of science. Furthermore, a student who enrolls in any one of the three fields of concentration in philosophy must also enroll in at least one other departmental concentration outside of philosophy.* There follows a description of the three fields with a listing, in each area, of appropriate departmental concentrations.

Philosophy and Humanities

	16 sem. hrs.
Philosophy 20–0	Philosophy of Knowledge
Philosophy 22–1	Logic and Language
Philosophy 34–2	Philosophy of Art
Philosophy Electives:	*8 sem. hrs.*

In conjunction with a concentration in philosophy and humanities, the student is required to enroll in a concentration in one (or more) of the following areas: art, English, French, Spanish, history, or publication.

Philosophy and Society

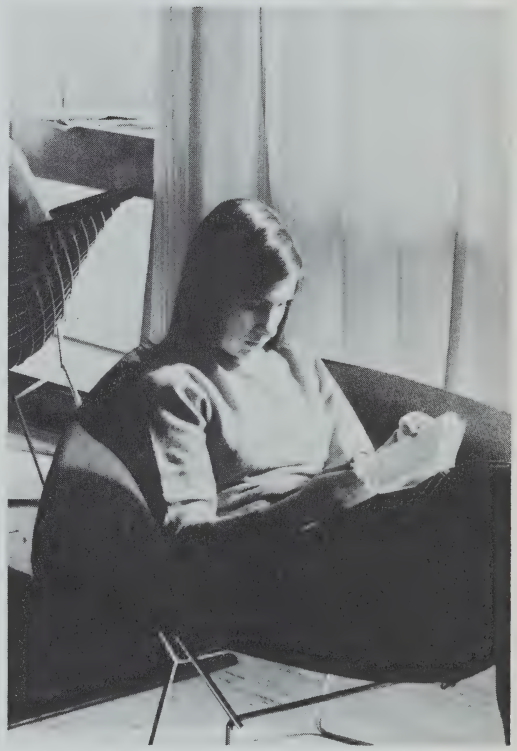
	16 sem. hrs.
Philosophy 20–0	Philosophy of Knowledge
Philosophy 22–1	Logic and Language
Philosophy 32–1	Ethics and Society
Philosophy Electives:	*8 sem. hrs. recommended from the following:*
Philosophy 38–1	Ancient Philosophy
Philosophy 39–2	Modern Philosophy
Philosophy 40–1	Contemporary Philosophy

In conjunction with a concentration in philosophy and society, the student is required to enroll in a concentration in one (or more) of the follow-









ing areas: business administration, economics, government, history, home economics, publication, sociology, or nursing.

Philosophy and Science

	16 sem. hrs.
Philosophy 20–0	Philosophy of Knowledge
Philosophy 22–1	Logic and Language
Philosophy 36–2	Philosophy of Science
Philosophy Electives:	*8 sem. hrs. recommended from the following:*
Philosophy 39–2	Modern Philosophy
Philosophy 40–1	Contemporary Philosophy

In conjunction with a concentration in philosophy and science, the student is required to enroll in a concentration in one (or more) of the following areas: biology, chemistry, mathematics, physics, psychology, or home economics.

The course of study envisaged in any of the above arrangements—each of which connects philosophy with a related concentration—will provide the interested student with adequate preparation for postgraduate study not only in philosophy, but also in a number of other academic and professional areas.

Some related concentrations may involve more courses than others. Thus, in order to insure that the various course requirements for graduation are fulfilled within an orderly and deliberate design, the student who enrolls in any of the concentrations in philosophy is advised to be aware of all the prerequisites for courses within the related field of concentration.

Department of Physics

The concentration in physics includes courses planned to prepare the graduate who has one of the following objectives: further study in graduate school for research or college teaching; work as a junior physicist either in industry or in a government laboratory; secondary school teaching of physics; graduate study in a related field such as biology, chemistry, astronomy, or geology or the professions such as medicine or law.

Concentration in Physics

Requirements. For students who wish to go to work as junior physicists or continue study at graduate school, the concentration in physics will normally consist of the following sequence of courses if physics is started in the first year:

Physics 23–1	Mechanics
Physics 21–2	Electricity and Magnetism
Mathematics 24–1, 25–2	Intermediate Analysis I and II

Physics 42–1	Atomic Physics
Physics 43–2	Nuclear Physics
	8 sem. hrs. from:
Physics 33–1	Optics
Physics 35–2	Thermal Physics
Physics 36–1	A. C. Circuits and Electronics I
Physics 37–2	A. C. Circuits and Electronics II

In addition to the above courses, students complete, during the final year, an integrative seminar, 4 semester hours. Much of the advanced laboratory work will involve independent study.

Students who wish to concentrate in physics in preparation for work in another field may combine physics with astronomy, mathematics, chemistry, or biology in an interdisciplinary concentration.

Students planning further study at graduate school should take two semesters of chemistry and additional mathematics courses such as Topics in Analysis and Complex Variables. Prospective graduate students should acquire a competent reading knowledge in two foreign languages: Russian, German, or French. Students who intend to become secondary school teachers of physics should include in their programs the concentration in elementary school education and the concentration in physics. *Mathematics 25–2* is not required of these students, but *Physics 36–1, 37–2* must be completed.

Prerequisites. This concentration assumes that Calculus I and II *(Mathematics 10–1, 11–2,* or *12–1, 13–2)* and Elementary Physics *(Physics 10–1, 11–2)* have been completed during the first year. If *Physics 10–1, 11–2,* are not completed then, General Physics *(Physics 12–1, 13–2)* is taken during the second year and *Physics 23–1, 21–2* are taken during the third year.

Honors in Physics. Candidates for honors in physics are expected to fulfill College requirements as designated on page 56.

In addition to the above courses in the final year, an honors student takes 4 to 8 semester hours of Research *(Physics 50–0),* culminating in a thesis.

Interdepartmental Concentration in Mathematics-Physics

For the interdepartmental concentration in mathematics-physics, see page 92.

Department of Psychology and Sociology

The Department of Psychology and Sociology offers only a concentration in psychology to prepare students for technical assistantships or for graduate school. The educational requirements for careers in psychology

vary with the nature of the job. Students intending to specialize in psychology should understand that the holder of the bachelor's degree is not a professional psychologist nor likely to be given professional responsibilities. The minimal educational requirement for professional employment increasingly demands graduate study leading to the master's degree, and many positions require the doctorate.

Students not intending to become professional psychologists can nevertheless elect undergraduate programs leading to work at the *technician level* in the following areas:

1. Psychological testing (group test administration, test scoring) and non-diagnostic interviewing in counseling centers, federal or state agencies, and industrial or retailing personnel departments; or consumer research interviewing and testing for opinion polling or psychological consulting agencies.

2. Psychophysiological or psychopharmacological research in a hospital or clinical laboratory; some of these are civil service positions.

3. Laboratory research in human engineering; data processing; computer or teaching machine programming; bibliographic research and report writing. Jobs requiring these skills are found in federal or state, industrial, military, or university research projects.

Concentration in Psychology

Requirements. Each of the four specified courses in the concentration should be taken in the sequence in which they are listed below though not necessarily in successive semesters.

Psychology 20–1, 2	Introduction to Psychology
Mathematics 01–1, 2	Introductory Statistics
Psychology 34–1, 2	Experimental Psychology
Psychology 41–1	Principles of Psychological Measurement
Psychology Electives:	*12 sem. hrs. elected with the advice of the Department*

Field work and/or a senior integrative seminar and thesis are normally expected of all students specializing in psychology. This requirement represents between 8 and 12 semester hours beyond the 28 semester hours of required courses in the concentration.

Prerequisites. Students planning to concentrate in psychology are advised to take General Biology *(Biology 10, 11)* sometime during their first two years of college.

Recommendations. Students planning for a career in psychophysical or psychopharmacological research are advised to elect *Psychology 32* with the

necessary prerequisites, in addition to the four specified courses in the concentration. Students will be eligible for field work only after they have completed 4 semester hours in Statistics and Experimental Design *(Psychology 35).*

Students intending to specialize in psychological testing are advised to elect, in addition to the 4 specified courses in the concentration, 4 semester hours of Psychology of Adjustment *(Psychology 31),* 4 semester hours of Seminar in Clinical Psychology *(Psychology 42),* and 4 semester hours of Social Psychology *(Psychology 40)* or Personality Theory *(Psychology 43).*

Students planning for laboratory research in human engineering are advised to include in their programs a *combined concentration in psychology and mathematics.* The psychology concentration for this program would include, in addition to the 4 specified courses in the concentration, 4 semester hours in Statistics and Experimental Design *(Psychology 35).* Mathematics requirements would include 4 semester hours of Finite Mathematics *(Mathematics 02)* and 4 semester hours of Linear Algebra *(Mathematics 22),* in addition to 12 semester hours elected from among the following 4-semester-hour courses: Intermediate Analysis I *(Mathematics 24),* Intermediate Analysis II *(Mathematics 25),* Probability and Statistics I *(Mathematics 30),* Probability and Statistics II *(Mathematics 31),* Numerical Methods *(Mathematics 41),* and Complex Variable *(Mathematics 44).*

Students planning further study at graduate school will find a number of professional opportunities available. *Counseling and guidance* positions in public schools are usually at the secondary level and typically require teaching certification in some subject matter area (with varying amounts of teaching experience), in addition to the master's degree in counseling and guidance from a graduate school of education. *School psychologists* usually hold the doctorate but there are some opportunities at the master's degree level; responsibilities include diagnostic and remedial work with elementary and high school students who have learning disabilities. *Teachers of exceptional children,* i.e., blind, deaf, or mentally retarded children, usually need the master's degree in "special education" from a graduate school of education. Although *college teaching* usually requires the doctorate, there are a growing number of teaching opportunities at the junior college level requiring only the master's degree. Ordinarily, a career in *clinical psychology* is available only to those holding the doctorate. In considering applicants for admission to doctoral programs, graduate departments generally favor those having a broad background in the foundation subjects of mathematics (especially statistics), biology (especially physiology), and philosophy (especially philosophy of science), as well as related subjects such as sociology.

Honors in Psychology. Candidates for honors in psychology are expected to fulfill College requirements as designated on page 56.

In addition to the above courses an honors student is required to complete: Directed Study: Senior Thesis *(Psychology 64–1, 65–2).*

Department of Publication

The concentrations in publication include courses planned to prepare the graduate for employment—without further study—in book and magazine publishing, in advertising and public relations, in journalism and technical writing, or in graphic and publishing arts. These courses provide an introduction and orientation to the field of publication, instruction in basic editorial and publishing procedures, and practice in writing.

The concentrations in publication include courses planned to pregroup and individual projects. In the fourth year all students enrolled in the concentration in publication spend a minimum of two weeks in field study. Also in the fourth year each student completes an individual-study project in which the student plans a publication from concept to manufacturing specifications; and the student serves on the editorial staff of the *Simmons Review,* the all-College magazine, the publication of which is a group laboratory project of the Department of Publication. In the third and fourth years, the students enrolled in the concentration in publication also attend the series of Publication Lectures, in which representatives from a variety of publishing activities discuss their specialties. These lectures provide additional orientation, and supplement the work of the classroom.

Concentration in Publication

Requirements. The sequence of 34 semester hours of required courses in the concentration in publication would normally be taken in the following order:

Publication 20–1	Communications Media
Publication 30–2	Journalism
Publication 31–1	Article Writing I
Publication 40–1	Copy and Proof
Publication 41–0	Editing and Publishing Techniques
Publication 42–1, 2	Graphic Arts Laboratory
Publication 45–1	Graphic Design
Publication 50–2	Individual Study: Senior Project
Publication 51–1, 2	Senior Seminar in Publication

In addition to the concentration in publication, each student will also elect 32 semester hours in a sequence of courses approved by the department offering the sequence. Students may also elect two sequences (totalling approximately 16 semester hours each) in two related subjects approved by the faculties of two departments. Sequences, both single and double, have been prepared in consultation with the various departments of the College. Some of the possible sequences of courses are: language and/or literature; literature and/or art history; art history and/or philosophy; philosophy and/or history; history and/or government; government and/or economics; psychology and/or sociology, and the physical sciences.

Students may use these sequences of courses to complement their career objectives and to prepare for further study at graduate school. A sequence of courses in art history might be combined with the concentration in publication to prepare the student for employment in the field of art publishing; they could also provide her with the background for later graduate study in the field of art history. Courses in a physical science could likewise prepare for the field of technical writing and publishing. Many such purposeful combinations are possible: with education for the textbook field, with home economics for the "food and shelter" magazines, with retailing for the fashion periodicals, with business and economics for trade and employee publications, with economics and government for newspaper work, in government and history for government publications, and in language and literature for general publishing. Any of these academic concentrations can also be thought of as preparation for graduate study.

Concentration in Graphic and Publishing Arts

Requirements. The concentration in graphic and publishing arts is offered jointly with the School of the Museum of Fine Arts.

	22 sem. hrs. in publication
Publication 20–1	Communications Media
Publication 41–0	Editing and Publishing Techniques
Publication 42–1, 2	Graphic Arts Laboratory
Publication 45–1	Graphic Design
Publication 46–1, 2	Senior Seminar in Publication
Publication 50–2	Individual Study: Senior Project
At the School of the Museum of Fine Arts	
	20 sem. hrs. in art
	Drawing I
	Anatomy I
	Design I
	Design Ib
	plus
	24 sem. hrs. of advanced courses chosen in consultation with the Head of the Museum School from among the following:
	Design II
	Commercial Art
	Book Design
	Mechanical Drawing
	Calligraphy
	Graphic Arts
	Perspective

Interdepartmental Concentration

Concentration in American Studies

The American Studies concentration is designed for students who wish to organize their major by crossing departmental lines and following a particular theme, pattern, or problem. The program could provide the basis not only for graduate study, but for secondary school teaching, research work in library and museum archives, and government employment, e.g., the cultural services abroad.

Students electing the program will be expected to choose a minimum of 12 semester hours from either Division A (History) or Division B (Literature) below, depending on their primary interest, and 8 semester hours from each of the two remaining divisions, i.e., A or B, and C. Among the courses chosen from the three divisions, there must be one seminar. Students will work out their programs in consultation with the American Studies Committee, and should be prepared to take courses beyond the minimum requirement in order to reach the professional objectives they have set for themselves.

Division A: History

History 21–1	History of American Civilization to 1877
History 22–2	History of American Civilization from 1865 to the Present
History 23–1	United States Colonial History
History 31–1	American Foreign Policy
History 33–1	A History of American Thought: Colonial Times through the Civil War (Seminar)
History 34–2	A History of American Thought: Civil War to the Present (Seminar)
History 37–2	American Constitutional History: 1789 to the Present
History 41–2	The American Civil War Era (Seminar)

Division B: Literature

English 20a–1	American Literature to 1865
English 20b–2	American Literature from 1865 to 1900
English 25–1	American Literature and Thought in the Twentieth Century
English 26–2	Modern American Fiction
English 151–1	American Literary Naturalism
English 152–2	Seminar in the Works of William Faulkner

Division C: Other Areas

Philosophy 42–2	American Philosophy
Art History 25–2	Art in America: Nineteenth and Twentieth Centuries
Art History 28–2	The Indian Arts of America
Art History 35–2	Proseminar in American Painting
Government 21–1	Government in the United States: Federal System
Government 22–2	Government in the United States: Urban and State Politics
Economics 36–1	Labor and Industrial Relations
Music 25–2	Modern American Music

American Studies 90–1, an interdepartmental seminar designed chiefly for honors students, may be elected with permission by students in the American Studies concentration. The seminar will treat a limited topic in American civilization, e.g., transcendentalism in literary and historical context.

Additional Concentrations

Paramedical Concentrations

Concentration in Medical Technology*

This concentration leads to the baccalaureate degree and to the Diploma in Diagnostic Laboratory Science. The College is affiliated with the Beth Israel Hospital and the courses in the concentration are given in the student's final year in the laboratories and lecture halls of this Hospital by members of its staff. The program is approved by the Council of Medical Education of the American Medical Association and by the American Society of Clinical Pathologists. During the final year each student in satisfactory academic standing is eligible to receive a scholarship of $600 from the Hospital.

After graduation the student may be employed in the diagnostic laboratories of hospitals, clinics, physicians, and the health service departments of industry and educational institutions. By electing additional advanced science courses, a student may qualify as a research assistant in specialized fields of medical research or as a candidate for admission to graduate work in these specialized fields.

Requirements.

Medical Technology 40–0	Clinical Chemistry
Medical Technology 41–2	Blood Grouping and Banking
Medical Technology 42–0	Medical Bacteriology

**Students interested in this concentration should consult the Provost for additional information.*

Medical Technology 43–1	Histological Techniques
Medical Technology 45–0	General Diagnostic Methods. (This serves as the senior seminar, since in it each student is required to carry out an individual project and to take part in seminars held in conjunction with each of the medical technology courses.)

The American Society of Clinical Pathologists requires fifty consecutive weeks of work in an accredited hospital laboratory. During this period, which begins immediately after the close of the third year, the above courses will be taken.

Prerequisites. In order to qualify for the concentration in medical technology, students are required to complete during their first year General Biology *(Biology 10* and *11)*, and Inorganic Chemistry *(Chemistry 12* and *13)*. In the second year students must take Organic Chemistry *(Chemistry 31* and *32)*, Human Anatomy *(Biology 22)*, and Microbiology *(Biology 21)*. During the third year students must take Human Physiology *(Biology 34)*, Mycology and Parasitology *(Biology 47)*, and Analytical Chemistry *(Chemistry 25)*.

The election of a year of calculus is recommended.

Concentration in Orthoptics*

The concentration in orthoptics prepares graduates to work with ophthalmologists in the diagnosis and treatment of defects and diseases of the eye, using techniques which have increased in complexity within recent years. Such professionally trained assistants greatly aid those physicians who are specialists in the treatment of pathological conditions of the eye.

Requirements.

Orthoptics 43–0	Physiological Optics
Orthoptics 47–0	Orthoptics

The courses in this concentration are taken during the fourth year at the Massachusetts Eye and Ear Infirmary, with which Simmons College is affiliated. Although the academic requirements are met at the end of the fourth academic year, an additional period of three months of internship is necessary before graduates qualify as candidates for the examination for certification of the American Orthoptics Council. Owing to the limitations of space at the Infirmary, not more than two students may be admitted to this program in a given year.

Prerequisites. In order to qualify for the concentration in orthoptics, students are required to complete: General Biology *(Biology 10* and *11)*; General Chemistry *(Chemistry 10, 11)*; Introduction to Psychology *(Psychology 20)*;

**Students interested in this concentration should consult the Provost for additional information.*

Child Psychology *(Psychology 30);* Human Anatomy *(Biology 22);* Microbiology *(Biology 21);* Human Physiology *(Biology 34).*

An elementary course in physics and additional courses in psychology and other social sciences are recommended.

Concentration in Physical Therapy*

Graduates of this concentration meet all requirements for a beginning position in physical therapy, for legal registration in all states, for eligibility under foreign exchange programs, and for further graduate study. Career opportunities exist in hospitals, rehabilitation centers, military service, Veterans Administration, public health services, and the clinics of business and industrial firms. Although requirements for admission to graduate school vary, excellent opportunities and stipends are available to physical therapists interested in research, teaching, or administration. In addition to a master's degree in physical therapy, the most frequently elected fields for further study are in physiology, anatomy, and education, on either a master's or doctoral level, and in medicine.

The program in physical therapy extends over a period of four and one-half years. The requirements for concentration are satisfied by the courses listed below for the final year and a half. The first three years are devoted to fulfilling the requirements in the necessary basic natural and social sciences, the distribution requirements, and electives. Although more than enough academic credits are accumulated to meet the minimum requirements for graduation in other programs, neither the degree nor the diploma is awarded unless all courses in the final year and a half have been completed with satisfactory grades.

With the exception of the two courses in physical education, these courses are taken during the final year and a half.

Physical Education 21–0	Physical Education in Physical Therapy I*
Physical Education 31–0	Physical Education in Physical Therapy II*
Biology 49–1	Applied Physiology
Physical Therapy 30–12	Advanced Human Anatomy
Physical Therapy 32–2	Psychology of the Handicapped
Physical Therapy 33–23	Orthopedic and General Surgery
Physical Therapy 34–3	Neurology
Physical Therapy 35–3	Medicine

**Students interested in this concentration should consult the Provost for additional information.*

Physical Therapy 36–3	Psychiatry
Physical Therapy 37–2	Pathology
Physical Therapy 39–12	Electrotherapy
Physical Therapy 40–1	Massage
Physical Therapy 41–123	Therapeutic Exercise
Physical Therapy 42–3	Hydrotherapy
Physical Therapy 43–23	Ethics and Administration
Physical Therapy 44–23	Clinical Practice†
Physical Therapy 45–23	Orientation to Nursing Techniques
Physical Therapy 46–3	Cerebral Palsy
Physical Therapy 47–3	Functional Training
Physical Therapy 48–3	Occupational Therapy

Prerequisites. In order to qualify for the concentration in physical therapy, students are required to complete during their first year General Chemistry *(Chemistry 10* and *11)* and General Biology *(Biology 10* and *11).* In the second year students must take Microbiology *(Biology 21),* Elementary Physics *(Physics 10* and *11),* Introduction to Psychology *(Psychology 20),* and Child Psychology *(Psychology 30).* During the third year students must take Human Anatomy *(Biology 22),* and Human Physiology *(Biology 34).*

In general, electives should be chosen outside the area of science, but in accordance with individual interests. A course in introductory statistics is suggested, but courses in literature, the arts, and the social sciences are primarily recommended.

°*It is required that these courses be completed during the second and third years.*
†*This course satisfies requirement for the Senior Seminar.*









Courses of Instruction

The requirements in the various programs are shown on the preceding pages. Any changes in the courses listed, which may seem advisable because of the varying objectives of the students, are subject to the approval of the school or department in which the student is enrolled. It must

be understood that the College reserves the right to make changes in the courses announced or to omit any course for which there is insufficient enrollment.

A course which occupies a fourth of the full-time effort of a student for one year, irrespective of the actual number of class exercises, is assigned credit of 8 semester hours. A course which occupies a smaller fraction of a student's effort is assigned credit in the same ratio. A class period occupies forty-five minutes.

In the course numbers the digit following the dash indicates the half-year during which the course is given. The 0 indicates a course given for the full college year, the 1 and 2 indicate first and second half-years. An S preceding the course number indicates a summer course.

American Studies

Amer. Studies 90–1 American Studies Seminar

4 sem. hrs.

Prereq.: appropriate courses in American literature and American history, and consent of either instructor

An interdepartmental seminar integrating the advanced student's knowledge of history and literature. Concentration each year on some limited topic in American civilization; for example, American transcendentalism in literary and historical context, including European developments. Readings in the original sources, attention to recent monographs, and critical research papers. *Mr. Sterne* and *Mr. Edelstein.*

Art History

Art 15–1, 16–2 Fundamentals of Design, Drawing, and Painting

4 or *8 sem. hrs.*

Prereq. for Art 16: Art 15 or the equivalent

Introduction to the essentials of design and their use in composition problems in black and white and color. Color mixing, drawing, painting: basic techniques and materials. For students with little or no experience. *Mr. Lustig, Mr. Grigg.*

Art 17–1 Advanced Painting

4 sem. hrs.

Prereq.: Art 16 or the equivalent

Mr. Grigg.

Art Hist. 20–1, 2 Introduction to the Visual Arts

4 sem. hrs.

Close study of a small group of works of painting, sculpture, and architecture representing several major phases of Western culture from ancient Greece to contemporary Europe and America. *Mr. Carpenter, Mr. Lustig, Mr. Bush.*

Art Hist. 21–1 Art of the Italian Renaissance

4 sem. hrs. Painting, sculpture, and architecture in Italy during the fifteenth and sixteenth centuries. Emphasis on such major figures as Donatello, Leonardo da Vinci, and Michelangelo. *Mr. Carpenter.*

Art Hist. 22–1 Arts of the Far East

4 sem. hrs. The Asiatic tradition from pre-Buddhist sculpture in India to painting in modern Japan. The great periods of China–Han, T'ang, and Sung–and landscape painting in Japan. One hour weekly in the Asiatic division of the Museum of Fine Arts for direct study of original material. *Mr. Bush.*

[Art Hist. 23–2 Art in Europe and America, 1750–1900

4 sem. hrs. Painting, sculpture, and architecture from the neoclassical movement of the late eighteenth century to Cézanne and Rodin. Emphasis on such artists as Delacroix, Monet, and Van Gogh in Europe and Homer, Inness, and Eakins in America.

Not offered in 1966–67.]

Art Hist. 24–1, 2 Twentieth Century Art in Europe and America

4 sem. hrs. Painting, sculpture, and architecture in Europe and America from the Fauve and Cubist movements in Europe to contemporary abstract art. Emphasis on such major figures as Picasso, Matisse, and Le Corbusier in Europe and on such recent American artists as Pollock, de Kooning, and Calder. *Mr. Lustig.*

Art Hist. 25–2 Art in America, Nineteenth and Twentieth Centuries

4 sem. hrs. Painting, architecture, and sculpture in America from the Revolution to the present. Emphasis on such major themes as romanticism and realism and on such figures as Homer and Wright, Pollock and Wyeth. *Mr. Lustig.*

Art Hist. 26–2 Baroque and Rococo Art in Europe

4 sem. hrs. European art from the Counter Reformation to the French Revolution. Emphasis on such major seventeenth century artists as Caravaggio, Bernini, Rubens, Rembrandt, and Velázquez. *Mr. Carpenter.*

Art Hist. 27–1 The Art of Classical Antiquity

4 sem. hrs. Painting, sculpture, and architecture in Mediterranean culture from the Minoan period to the decline of the Roman Empire. Emphasis on Greek art of the archaic and classical periods. *Mr. Carpenter.*

Art Hist. 28–2 The Indian Arts of America

4 sem. hrs. A preliminary study of ethnic origins followed by the pre-Hispanic arts of the Central Valley of Mexico, Central America, and the Andean regions. Emphasis on Olmec, Toltec, Mayan,

Aztec, and pre-Incan cultures and on North American material in the collections of Denmark. *Mr. Bush.*

Proseminars in art history are undergraduate seminars not intended for specialists. Their purpose is threefold. They offer the student with some preliminary knowledge of a particular field an opportunity to extend that knowledge, they permit her to work in a small group, and they allow her to assume a more active role in the study of art history than is normally possible in a lecture course. Students will prepare papers under the guidance of the instructor and present them to the seminar for discussion.

Art Hist. 31–1 Proseminar in Italian Renaissance Art
4 sem. hrs. Subject for 1966–67: Leonardo da Vinci. *Mr. Carpenter.*
Prereq.: consultation with the instructor

[Art Hist. 34–2 Proseminar in Twentieth Century Art
4 sem. hrs.
Prereq.: consultation with the instructor
Not offered in 1966–67.]

[Art Hist. 35–2 Proseminar in American Painting
4 sem. hrs.
Prereq.: consultation with the instructor
Not offered in 1966–67.]

Art Hist. 36–2 Proseminar in Baroque Art
4 sem. hrs. Subject for 1966–67: Rembrandt. *Mr. Carpenter.*
Prereq.: consultation with the instructor

Astronomy*

Astron. 10–1 Introduction to Astronomy I
4 sem. hrs. The structure and evolution of the universe, the galaxies, the stars, and the solar system. Galaxy types, star types, stellar measurements, the physics of stars, and the mechanics of satellites. *Mr. Zier.*

Astron. 11–2 Introduction to Astronomy II
4 sem. hrs. A continuation of *Astronomy 10. Mr. Vernon.*
Prereq.: Astron. 10

*Offered by the Department of Physics.

Biology

Biol. 10–1 General Biology I

4 sem. hrs.

Fundamental principles of biology. Aspects of cellular structure and function. Introduction to the types of living organisms, their interrelationships, structure, and function. Laboratory studies emphasize both structure and physiological processes. Members of the Department.

Biol. 11–2 General Biology II

4 sem. hrs.

Prereq.: Biol. 10–1 or the equivalent

Theories of inheritance, with emphasis on man and a study of the processes of evolution and basic principles of ecology. Laboratory work supplements the lectures. Members of the Department.

Biol. 12–2 Genetics and Evolution

4 sem. hrs.

Prereq.: Biol. 10–1 or the equivalent and consent of the Department

An introduction to genetics and evolution on the molecular, cellular, and organismic levels. The chemical basis of heredity is discussed, with emphasis on the genetic code and protein synthesis. Laboratory exercises demonstrate genetic mechanisms and illustrate evolutionary processes. This course is intended for students planning to specialize in biology. Members of the Department.

Biol. 21–2 Microbiology

4 sem. hrs.

Prereq.: Biol. 10, 11 and at least one year of college chemistry

The nature and types of microorganisms, the methods of effective microbial control, and theoretical and practical immunology. Detailed study of the microorganisms causing important human diseases. *Miss Coghlan, Mrs. Berliner.*

Biol. 22–1 Human Anatomy

4 sem. hrs.

Prereq.: Biol. 10, 11

Principles of structure of the human body, both gross and microscopic, together with an elementary presentation of human embryology. Laboratory work includes the dissection of the cat as a typical mammal. *Miss Coghlan, Mrs. Berliner.*

Biol. 23–1 Vertebrate Morphology I

4 sem. hrs.

Prereq.: Biol. 10, 11

The evolution of vertebrates as seen in comparative anatomy. Emphasis on gross anatomy. *Mr.* _____.

[Biol. 23a–1 Biology of Organisms–Morphology

4 sem. hrs.

Not offered in 1966–67.]

A laboratory course designed to teach principles of evolution from a gross anatomical viewpoint, and to deal with the comparative aspects of invertebrate and chordate systems.

Biol. 24–2 Vertebrate Morphology II

4 sem. hrs.

Prereq.: Biol. 23

A continuation of *Biology 23* with emphasis on micro and developmental anatomy. *Mr.* _____.

[Biol. 24a–2 Biology of Organisms–Physiology

4 sem. hrs.
Prereq.: Biol. 23a
Not offered in 1966–67.]

Consideration of the functional mechanisms of living organisms, treated from the point of view of their evolutionary development. Laboratory work involves biophysical and biochemical investigation of physiological processes.

Biol. 25–1 The Human Nervous System

4 sem. hrs.
Prereq.: Biol. 10, 11

A discussion of the fundamental structure, development, and function of the human nervous system. *Mr. Richardson.*

[Biol. 30–1 Microbiology I

4 sem. hrs.
Prereq.: one semester of college biology and organic chemistry
Not offered in 1966–67.]

Introduction to microorganisms, with special emphasis on the bacteria. Stress placed on aspects of bacterial cytology, nutrition, metabolism, immunology, and genetics. Laboratory work includes systematic study of bacteria, quantitative methods, and control of microbial populations.

Biol. 31–2 General Physiology

4 sem. hrs.
Prereq.: Biol. 10, 11 and *Chem. 32*

The nature and present status of the basic problems and methods of physiology, with emphasis on the principles of physiology common to most organisms and the general phenomena of life which have been successfully analyzed in physicochemical terms. *Mr. Solinger.*

[Biol. 31a–1 Biochemistry I

4 sem. hrs.
Prereq.: organic chemistry, calculus, microbiology
Not offered in 1966–67.]

The principles of physical and organic chemistry upon which biochemistry, as such, is based, with emphasis on thermodynamics and reaction kinetics. Topics covered include mineral elements, proteins, nucleic acids, porphyrins, enzymes, vitamins, carbohydrates, and lipids. Laboratory procedures emphasize the design, control, and completion of modern biochemical experimentation.

Biol. 32–1 Introduction to Microbiology

4 sem. hrs.
Prereq.: Biol. 10, 11 and *Chem. 32*

Introduction to microorganisms, with special emphasis on the bacteria. Stress placed on aspects of bacterial cytology, nutrition, metabolism, immunology, and genetics. Laboratory work includes systematic study of bacteria, quantitative methods, and control of microbial populations. *Miss Coghlan.*

[Biol. 32a–2 Microbiology II

4 sem. hrs.
Prereq.: Biol. 30
Not offered in 1966–67.]

Consideration of microorganisms other than bacteria. Algae, fungi, and protozoa compared from the standpoint of cytology, nutrition, metabolism, and genetics. Stress placed on evolution of microorganisms. Consideration given to the parasitic state. Laboratory work includes cultivation and physiology of all forms.

[Biol. 33–2 Cell Biology I

4 sem. hrs.
Prereq.: Biol. 31a
Not offered in 1966–67.]

A study of the microscopic structure and ultrastructure of plant and animal cells. An integral part of the course is devoted to an analysis of the concepts of growth and differentiation. The laboratory emphasizes the identification of cell components by microscopy and cytochemistry.

Biol. 34–2 Human Physiology

4 sem. hrs.
Prereq.: Biol. 22 and at least one year of college chemistry

Fundamental facts of physiology, its principles and modes of reasoning, together with certain clinical applications. Physiology of the human body considered in detail. The laboratory includes individual work on contractile and nerve tissues, circulation, respiration, and sense organs. *Miss Weiant.*

Biol. 40–0 Experimental Biology

4 sem. hrs.
Prereq.: consent of the Department

Open to fourth-year students in the Department of Education specializing in the secondary school teaching of biology.
*Mr.*_____.

[Biol. 40a–1 Cell Biology II

4 sem. hrs.
Prereq.: Biol. 42
Not offered in 1966–67.]

Cell fine structure, metabolism, and genetics considered by use of theories and techniques derived from virology and immunology. Intracellular components isolated and identified by physical and chemical procedures.

Biol. 41–0 Biochemistry

8 sem. hrs.
Prereq.: Biol. 31, Chem. 32, and *Chem. 25*

The chemical processes that take place not only in animals, but also in plants and microorganisms; the composition of protoplasm and the intricate biochemical reactions by which it is formed, broken down, and enabled to function; and the principles of physical and organic chemistry upon which biochemistry as such is based. Topics covered include proteins, enzymes, nucleic acids, biological oxidation, the intermediate and general aspects of metabolism. The laboratory is used to study principles discussed in lectures, and the application of modern instrumental analysis in biochemical procedures.
Mr. Richardson, Miss Weiant.

[Biol. 41a–2 Biochemistry II

4 sem. hrs.
Prereq.: Biol. 31a
Not offered in 1966–67.]

Intermediary and general aspects of metabolism, biological oxidations including energy concepts, biosynthesis of important tissue constituents, and a survey of chemical pathways encountered in living organisms. Emphasis on recent literature and modern experimentation in biochemistry.

Biol. 42–2 Cytology and Histology

4 sem. hrs.
Prereq.: Biol. 24

The microscopic structure of the cell, cellular organization, and tissues, with emphasis on the relationship of structure to

function. Laboratory exercises include training in microscopy and in cytological, histological, and histochemical techniques. Mr._____.

Biol. 45–1 Pathogenic Bacteriology

4 sem. hrs.
Prereq.: Biol. 32 or the equivalent

Principles and methods of isolating and identifying bacterial pathogens; a consideration of their characteristics as associated with disease processes; host-parasite interrelationships and epidemiology. For fourth-year students specializing in biology and others with consent of the Chairman of the Department. *Mr. Girard.*

Biol. 46–2 Immunology and Virology

4 sem. hrs.
Prereq.: Biol. 45

A discussion of the basic nature of antigens, antibodies, and their reactions, with application of theory and techniques to biological problems. Second half of the course devoted to a study of the nature of viruses, their cultivation, serologic properties, and use as research tools. *Miss Coghlan, Dr. Low.*

Biol. 47–1 Mycology and Parasitology

4 sem. hrs.
Prereq.: Biol. 32

Systematic study of fungi as they illustrate basic concepts of structural, physiological, genetic, and evolutionary principles in biology. Animal parasites, their nature, interaction with their hosts, and life cycles. *Mrs. Berliner.*

Biol. 49–1 Applied Physiology

4 sem. hrs.
Prereq.: Biol. 34 or the equivalent

An advanced course designed for physical therapy students which presupposes a general knowledge of human physiology; emphasizing peripheral circulation, peripheral nerve and muscle physiology, local and general responses to temperature, radiation, and exercises. Laboratory work in experimental procedure, and demonstrations illustrating the physiological responses to physical agents and their measurement. *Mr.* _____.

Biol. 51–0 Seminar–Research in Biology

2 sem. hrs.

Required of all fourth-year students specializing in biology. Third-year students are welcome and urged to attend. Talks given whenever possible by distinguished scientists from other institutions. Selection of a modest research project and preliminary search of the scientific literature, followed by the necessary experimental work required for the solution of the problem. Members of the Department.

[Biol. 51a–0 Individual Study or Senior Seminar

8 sem. hrs.
Not offered in 1966–67.]

Business Administration

B.Ad. 20–1 Principles of Accounting

4 sem. hrs. Current and recommended concepts of accounting principles and practices. The individual proprietorship. Major emphasis on managerial control and decision-making. Topics include: financial statements and their interrelationships; accounting cycles; adjusting, closing, and reversing processes; work sheets, special journals, theory, classification, analysis, and interpretation of accounts. *Mr. Parente.*

B.Ad. 21–1, 2 Personal-Use Typewriting

2 sem. hrs.
Enrollment: limited to students with no previous instruction in typewriting

Development of basic personal-use skill in typewriting. Students receiving credit for this course may then earn only two additional semester hours of credit if they later complete *Business Administration 32–2.* Students for whom the course is required may be exempted by passing a placement test administered in the spring. *Miss McKenna.*

B.Ad. 25–2 Intermediate Accounting

4 sem. hrs.
Prereq.: B.Ad. 20

A logical continuation of accounting. The partnership and corporate forms of business organizations. Payrolls and taxes. Partnership organization, operation, and dissolution. Corporation formation, capital stock transactions, dividends, retained earnings. Statement analysis and evaluation. *Mr. Parente.*

B.Ad. 27–1 Principles and Practices of Administration

4 sem. hrs. Administration as science and art. Study of classical and contemporary organization, theory, and practice. Characteristics and requirements of organizational differentiation. Managerial structure. Investigation of the separate roles of the administrator, with the objective of enabling students to construct a personal administrative philosophy. Readings and cases. *Miss Hennig.*

B.Ad. 31–0 Shorthand

4 sem. hrs. Study of the principles of Gregg shorthand and development of the ability to take dictation. Students must have had or must take concurrently *Business Administration 32–0* or its equivalent as determined by a typewriting proficiency test. Completion of full year required for credit. *Miss McKenna.*

B.Ad. 32–0 Typewriting

4 sem. hrs. Introduction to the keyboard and development of proficiency in typing business problems. A placement test in typewriting is required of all students with previous training. *Miss McKenna.*

B.Ad. 34–2 Business Communications

4 sem. hrs.
Prereq.: typewriting ability

Theoretical and practical applications of communications principles. Oral and written expression to accomplish human relations objectives necessary for success in working with, and

influencing, other persons. Principles developed in a business setting with cases involving the writing of business letters, reports, newsletters, and memoranda; and the conducting of conferences, interviews, platform speeches, and other forms of oral communications. *Mr. Baldwin.*

B.Ad. 36–1 Analysis of Business Data

4 sem. hrs.

Analytic, interpretative, inferential approach to statistical data as applied to business problems. Data collection and classification. Sampling probability and related decision policies. Measures of central tendency, dispersion, confidence intervals, and coefficients. Index numbers, correlation and regression analysis. Group and individual projects on a self-selection basis. *Mr. Parente.*

B.Ad. 38–1 Legal Aspects of Business

4 sem. hrs.

Legal principles, obligations, and rights, as related to the conduct of business and industry. Law as an agency of social control. Analysis of contracts, agency, sales, negotiable instruments, and financial institutions. *Mr. Parente.*

B.Ad. 41–1 Transcription

4 sem. hrs.

Prereq.: B.Ad. 31–0 and *B.Ad. 32–0*

Integration of shorthand and typewriting skills, emphasizing the acquisition of a broad shorthand vocabulary and the ability to take business dictation and transcribe according to business standards. *Miss McKenna.*

B.Ad. 42–2 Office Procedures

4 sem. hrs.

Prereq.: Typewriting ability equivalent to *B.Ad. 32–0*

Advanced problems in modern office procedures and machines, with emphasis on efficient planning of material to produce a volume of high-grade work. Case discussion on principles of human relations, office ethics, and office procedures. Demonstrations of office machines. Field trips to business offices.
Miss McKenna.

B.Ad. 46–2 Medical Terminology and Transcription

4 sem. hrs.

Prereq.: B.Ad. 41

Analysis of medical terms on the basis of affixes, suffixes, and roots; development of Gregg Simplified shorthand outlines for medical terms; development of transcription and skill through dictation of hospital case histories. *Mr.* _____.
To be discontinued after 1966–67.

B.Ad. 47–2 Organizational Behavior

4 sem. hrs.

Managerial applications of behavioral sciences as related to modern organizations. Implications of interpersonal behavior problems for individual and group productiveness, creativity, and satisfaction. Social psychology of group processes.
Miss Hennig.

[B.Ad. 48– Management of Resources

4 sem. hrs.

Not offered in 1966–67.]

Administration of all resources of an organization to achieve maximum results. Proper allocation of space, personnel, funds, machinery, etc., as related to the planning, controlling, organizing, and re-appraising activities of management. Development of appropriate systems procedures. The science of getting things done most effectively.

B.Ad. 50–2 Advertising Policies and Methods

4 sem. hrs.

Advertising studied as a marketing tool. Topics covered include: the function of advertising; when and for what kinds of products advertising is used; the advertising campaign; evaluation of advertising; and the ethical and moral issues surrounding advertising. Emphasis placed on the *use* of advertising rather than its creation, utilizing case studies to illustrate how advertising objectives vary. *Miss Hennig.*

B.Ad. 51–2 Personal Finance

4 sem. hrs.

A non-technical discussion course providing practical help in managing personal money matters, budgeting, and savings; buying property, life, and other forms of insurance; owning and financing a home; investing in stocks, bonds, and other securities; bank services; credit facilities. Budget treated both as a mechanical instrument and as a means of expressing the priorities of personal values. Role of the wife in financial matters. Cases. *Mr. Twomey.*

B.Ad. 52–1 Marketing

4 sem. hrs.

Management and marketing, market research, the marketing mix, channels of distribution, demand, cost and profit analyses, product development, promotion, pricing, selling and the sales force, advertising, the role of marketing and the marketer in American business. Case method of instruction. *Miss Hennig.*

B.Ad. 53–2, 54–1 Retail Merchandising

8 sem. hrs.

Prereq.: B.Ad. 52 and *B.Ad. 55*

Course begins during the second semester of the junior year; completed during first semester of the senior year. Neither semester can be taken for 4 sem. hrs. credit.

Basic knowledge for merchandising practices, analysis of consumer demand, market conditions and representation, development of merchandising policies. Background in buying techniques. Mathematics of merchandising, dollar and unit merchandise control. Problems and case work. *Miss Burnham.*

B.Ad. 55–1 Retailing Principles and Practices

4 sem. hrs.

Forms of retailing; department stores, multi-unit organizations, discount houses. Organizational structures; departmental activities in retail organizations. Current trends in retail distribution; e.g., downtown-suburban pattern, mechanization, manufacturer-retailer cooperation. *Mrs. Haley.*

B.Ad. 56–2 Personnel Principles and Policies

4 sem. hrs.

Fundamentals of personnel management; procurement and development. Emphasis on role of personnel department; the personnel program; personnel administration responsibilities for all members of management in profit or non-profit organizations. Practical and theoretical knowledge applied in discussion of cases. *Mrs. Haley.*

B.Ad. 58–2 Security Markets and Investments

4 sem. hrs.

Financial and economic implications of security market functions and operations. Appraisal and analysis of securities and investment media. Theories and principles of security trends, diversification, portfolio objectives, investment standards and risks. Independent reading and research dealing with realistic investment problems. *Mr. Parente.*

B.Ad. 62–2 Seminar in Financial Administration

4 sem. hrs.

Enrollment: limited to students following the specialization in Finance

Discussion of realistic and actual situation problems on an advanced basis. Independent investigation of problems and policies pertaining specifically to the area of financial administration. *Mr. Parente.*

B.Ad. 63–1 Marketing Research

4 sem. hrs.

Prereq.:B.Ad. 52 and *B.Ad. 36*

Training in the techniques of research and their application to marketing, advertising and sales, questionnaire design, product-testing and survey techniques, cooperative work on actual business problems. *Miss Hennig.*

[B.Ad. 64– Fashion

4 sem. hrs.

Not offered in 1966–67.]

Factors behind the acceptance or rejection of any style. Development of fashion through the couturier of Europe and the needle trades of the United States, background of historic costume and "main designers," fashion promotion in the retail stores, duties of the fashion adviser. Offered in alternate years.

B.Ad. 65–1 Retailing Seminar

4 sem. hrs.

Prereq.: B.Ad. 55

Critical investigation of current problems in the field of retailing, e.g., electronic data processing, foreign competition, centralized merchandising, consumer buying patterns. Groups of two or three students study an assigned topic; material organized for class discussion. *Mrs. Haley.*

B.Ad. 67–1 Personnel Problems in Retailing

4 sem. hrs.
Prereq.: B.Ad. 56

Administrative problems of departmental executives as governed by top management policies. Employee selection, personnel scheduling, improving employee productivity, replacing counter service with self-selection in a selling department. Personnel implications of measures introduced to promote volume or to reduce operating expenses. Written report on some phase of personnel work required. Original investigation or library research. *Miss Burnham.*

B.Ad. 69–1 Office Management

4 sem. hrs.

Functions of the office in its relation to other operating departments of business. Methods of improving office operations through application of functional layout, centralization of activities, paper-work simplification, measurement of production, establishment of standards, and so forth. Field trips, outside readings, case studies, and guest lecturers. *Mr. Baldwin.*

Business Lectures

Students are required to attend eight lectures during their enrollment in the Department of Business Administration.

Four lectures held during the spring semester to provide an opportunity for students, as a supplement to their classwork, to hear experts from business discuss current trends and issues.

Chemistry

Chem. 10–1, 11–2 General Chemistry

4 or *8 sem. hrs.*

Does not serve as a prerequisite for more advanced chemistry courses

Derivation of the theories of the structure of matter and the changes it undergoes. The major part of the second semester is devoted to organic chemistry. *Mrs. Brauner, Mr. Miller, Mrs. Wadsworth, Mrs. Pratt.*

Chem. 12–1, 13–2 Inorganic Chemistry

4 or *8 sem. hrs.*

Prereq.: a course in chemistry in secondary school

Derivation in greater depth than in *Chemistry 10* and *11* of the theories underlying the science of chemistry and their application. *Mr. Goldberg, Miss Beck, Mrs. Hartman, Mrs. Pratt.*

Chem. 20–1 Introduction to Organic Chemistry

4 sem. hrs.
Prereq.: Chem. 13

A study of the basic reactions of aliphatic and aromatic compounds. *Mrs. Wadsworth.*

Chem. 21–2 Introduction to Biochemistry

4 sem. hrs.
Prereq.: Chem. 20

Includes the study of the structures, reactions, and roles in metabolism of carbohydrates, lipids, proteins, enzymes, and hormones. *Mrs. Wadsworth.*

Chem. 25–2 Analytical Chemistry

4 sem. hrs.
Prereq.: Chem. 13

Designed to integrate the qualitative and quantitative determination of components in various materials. Rigorous theory accompanies correlating laboratory work. *Mrs. Brauner.*

Chem. 31–1, 32–2 Organic Chemistry

4 or *8 sem. hrs.*
Prereq.: Chem. 13

The fundamental reactions and their mechanisms of aliphatic and aromatic compounds. *Miss Granara, Mrs. Jacobson.*

Chem. 40–1, 41–2 Physical Chemistry

4 or *8 sem. hrs.*
Prereq.: Chem. 13
*Math. 20** or consent of the instructor

The major areas of theoretical chemistry: kinetics, thermodynamics, and structure. *Mr. Goldberg.*

Chem. 42–2 Advanced Organic Chemistry

4 sem. hrs.
Prereq.: Chem. 40, Chem. 32

Topics in organic chemistry: reaction mechanisms and structure, synthesis, a survey of natural products. *Miss Beck.*

Chem. 43–2 Biochemistry Laboratory

2 sem. hrs.
Prereq.: Chem. 46

Biosynthesis and characterization of biological compounds and study of the mechanisms and kinetics of biochemical reactions, with emphasis on the illustration of some of the major research techniques and methods of instrumentation of modern biochemistry. *Mrs. Hartman.*

Chem. 44–1 Qualitative Organic Chemistry

4 sem. hrs.
Prereq.: Chem. 32

The characterization and identification of organic compounds in the laboratory. The correlation of structure and properties; as well as the use of physical methods such as infrared, ultraviolet, and nuclear magnetic resonance are studied. A reading knowledge of German is desirable. *Miss Beck.*

Chem. 45–1 Advanced Analytical Chemistry

4 sem. hrs.
req.: Chem. 25 and *41*

Instrumental methods including spectrophotometric, spectrographic, polarographic, conductometric, radiometric, and potentiometric and, as time permits, chelometry, solvent extraction, chromotography, and ion-extraction. *Mrs. Brauner.*

Chem. 46–1 Biochemistry

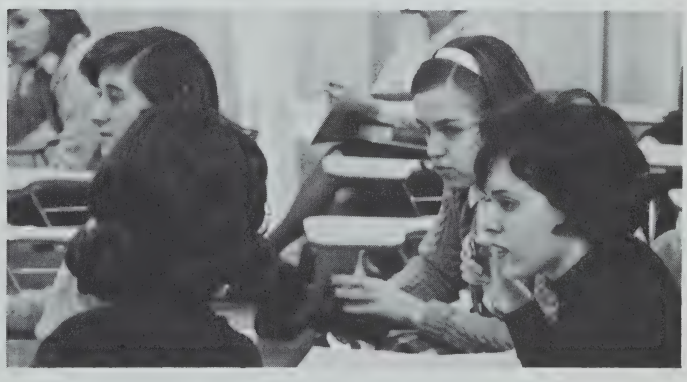
4 sem. hrs.
Prereq.: Chem. 32
Chem. 41

Fundamental principles and concepts of biochemistry. Study of the chemical constituents of living matter; of biochemical dynamics with reference to biological oxidations and the intermediate metabolism of proteins, lipids, and carbohydrates; and of the genetic aspects of metabolism. *Mrs. Hartman.*

*Calculus III, *offered in 1965-66.*







Chem. 47–2 Radiation Chemistry*

4 sem. hrs.
Prereq.: Math. 20,†
Phys. 10 or *11*,
Chem. 25 and *32*

Nuclear structure and particles, radioactivity, nuclear-radiation detection followed by the use of radioisotopes, principles of radiometric analysis, isotope dilution methods, "hot" atom chemistry, measurement of radiation effect, and applied radiochemistry and tracer chemistry.

Laboratory experiments in sample preparation techniques, detection of the measurement of the properties of alpha, beta, and gamma rays by Geiger, proportional, and scintillation methods; use of radioisotopes in the study of simple and complex equilibria, the study of phase diagrams, tracer techniques, and the preparation of "tagged" molecules. *Mr. Vernon, Mrs. Brauner.*

[Chem. 48–2 Advanced Inorganic Chemistry

4 sem. hrs.
Prereq.: Chem. 41
Not offered in 1966–67.]

The application of the principles of physical chemistry to the study of the properties of the elements and their inorganic compounds.

Chem. 50–0 Undergraduate Research Project

Credit to be arranged
Prereq.: consent of the Department

Selection of a modest research project and a preliminary search of the scientific literature followed by laboratory work required for the solution of the problem. Members of the Department.

Chem. 51–0 Chemistry Seminar

2 sem. hrs.

Required of all fourth-year students specializing in chemistry. Third-year students are urged to attend. Members of the Department.

Economics

Ec. 20–0 Contemporary Economic Society

8 sem. hrs.

The basic principles governing the operation of our economy. Introduction to the primary laws of economics through a description of the operation of the price system under conditions of free competition, monopoly, and governmental regulation. Problems of money, prices, population, government finance, depressions, inflation, income distribution, and international trade. Lectures and discussion. Members of the Department.

Ec. 32–2 Economic and Social Statistics

4 sem. hrs.
Prereq.: Math. 01
(formerly *Math. 15*)

An advanced course in statistical methodology and an introduction to the theory of statistics. Special emphasis on economic and social application relative to the following topics: sampling reliability and quality control; multiple and partial correlation and their role in linear programming; the derivation and application of times series, together with time series correlation; and the derivation and application of index numbers. Lectures, discussion, and exercise work. *Mr. Nichols.*

**Offered in alternate years.*
†Calculus III, *offered in 1965-66.*

Ec. 35–1 Money and Banking

4 sem. hrs.
Prereq.: Ec. 20

Money, credit, and financial institutions, with emphasis on commercial banks and the Federal Reserve System. The relation of monetary and fiscal policy to price levels and economic fluctuations. Emphasis on historical backgrounds, theory, problems, and policy. *Mr. Smith.*

Ec. 36–1 Labor and Industrial Relations

4 sem. hrs.
Prereq.: Ec. 20

History and present status of unionism in the United States, labor-management relations, and the evolution of public policies; economic issues in collective bargaining; the impact on labor, management, and the public of automation, changing patterns of economic activity, and related developments. *Mr. Rosen.*

Ec. 38–1 Economics of Consumption

4 sem. hrs.
Prereq.: Ec. 20

The influences acting on the consumption of wealth and the place of consumption in the economic system; the forces that determine how, what, where, and why consumers buy; the structure of the market in which consumers buy; and the methods–legislative, cooperative, and otherwise–to improve the position of consumers. Lectures, discussion and reports. *Mr. Nichols.*

[Ec. 39–1 International Economics

4 sem. hrs.
Prereq.: Ec. 20
Not offered in 1966–67.]

Economic principles underlying foreign trade, showing why trade takes place between regions and countries and the mutual gains from such trade. Commercial policy in the United States, relating tariff and other trade policies to their political background. How goods and services are paid for between nations; the effect of trade on prices and production. International investments and foreign aid programs. Current developments, such as the Common Market.

Ec. 41–1 Intermediate Economic Theory

4 sem. hrs.
Prereq.: Ec. 20

An advanced course in the theories and dynamic applications of microeconomics. Included are theory and application relative to the following topics: demand and demand elasticity; the production function, cost concepts, and supply; theories of pricing in product markets; and distribution theory. These topics are dynamically integrated through the conventional short-run and long-run equilibrium analysis as applied to the firm, the industry, and the entire economy. Lectures, discussion, and exercise work. *Mr. Nichols.*

Ec. 43–1 Corporation Finance

4 sem. hrs.
Prereq.: Ec. 20

The financial problems and policies of the modern corporation, presented within the framework of the corporate life cycle.

Included are the following topics within the sequence of corporate development: legal and economic factors in corporate organization and control; planning for solvency and profitability through the use of cash and capital budgets; nature and evaluation of long-term and short-term capital sources; problems and methods of expansion; reserve and dividend policies; and the problems of corporate recapitalization, reorganization, failure, and liquidation. Lectures, discussion, and reports.
Mr. Nichols.

Ec. 44–2 Government and Business

4 sem. hrs.
Prereq.: Ec. 20

Competition as a goal of public policy in the United States. Limits to competition and their economic and social effects. Evolution of public policy in the areas of anti-trust, the regulation of competitive behavior, and the supervision of large enterprises. Government as owner-manager, customer, subsidizer, financer. The problem and attempted solutions in other industrial systems. *Mr.* _____.

Ec. 45–2 Economic Development

4 sem. hrs.
Prereq.: Ec. 20

The meaning of "underdevelopment"; problems faced by emerging economies, and assessment of alternative systems for solving them; role of the industrialized nations in development; competition and cooperation among power blocs and developing economies; international institutions and the future of development. *Mr. Rosen.*

Ec. 46–2 Comparative Economic Systems

4 sem. hrs.
Prereq.: Ec. 20

The historical context of American capitalism, and the validity of our "principles of economics" as a tool for understanding several different economic systems: England under the Labor Party; the German economy under the Nazis, and the Soviet economy. More than half of the semester devoted to theories of socialism, and the practice of socialism in the U.S.S.R. *Mr.* _____.

Ec. 50–1, 2 Reading and Research

Credit to be arranged

Open to students in economics wishing to do advanced work
Prereq.: consent of the Department

Members of the Department.

Ec. 65–2 Directed Study: Senior Thesis

4 sem. hrs.

Members of the Department.

Education

Ed. 20–1, 2 Historical and Philosophical Backgrounds of Education

4 sem. hrs.

Major historical developments and fundamental philosophical issues in education, considered in terms of their relevance to contemporary practices in education. *Mr. Weinberg, Mrs. Noble, Mrs. Smith.*

Ed. 25–2 Contemporary Issues in the American School and Society

4 sem. hrs.

An examination of the responsibilities of American education in a rapidly changing society. Conducted principally by means of case studies and supplemented by guest lectures by authorities on school and community issues. A course designed for those who are not enrolled in the School of Education programs as well as for those who are. *Mrs. Noble.*

Ed. 30–1 The Nature of Classroom Teaching: Secondary Education

2 sem. hrs.

It is recommended that *Ed. 20* and *Psych. 33* be completed before *Ed. 30* is elected (Students specializing in Home Economics may substitute *H. Ec. 35* for *Psych. 33–1.*)

Specific problems, procedures, and methods with which all secondary school teachers must be concerned: developing realistic objectives; presenting materials orally; developing, making, and correcting assignments; preparing and evaluating tests and examinations; guiding pupil progress; managing a classroom; and carrying on the major responsibilities of the classroom teacher. Students relate procedures insofar as possible to their special subject-matter fields. Specific assignments simulate the activities in which the student will be expected to engage as a teacher. *Mrs. Noble.*

Ed. 32–2 Curriculum and Methods in the Secondary School Teaching of English

2 sem. hrs.

Enrollment: limited to students following the specialization in the secondary school teaching of English

Instructional materials and the specific problems and procedures in the secondary school teaching of English. Techniques and methods considered in *Education 30* applied to the teaching of English, together with those matters that are unique to the field of English. Experience in constructing lesson plans and units. Problems of teaching English at various grade levels, in the various curriculum divisions, and to students of varying abilities. *Mr. Bissex.*

Ed. 33–2 Curriculum and Methods in the Secondary School Teaching of Modern Language

2 sem. hrs.

Enrollment: limited to students following the specialization in the secondary school teaching of modern language

The actual instructional materials and the specific problems and procedures in the secondary school teaching of modern language. The techniques and methods considered in *Education 30* applied to the teaching of modern language, together with those matters that are unique to the field of modern language. Experience in constructing lesson plans and units. Problems of teaching modern language at various grade levels, in the various curriculum divisions, and to students of varying abilities. *Mr. Ethier.*

Ed. 34–2
2 sem. hrs.
Enrollment: limited to students following the specialization in the secondary school teaching of history and social studies

Curriculum and Methods in the Secondary School Teaching of History and Social Studies

Instructional materials and the specific problems and procedures in the secondary school teaching of history and social studies. The techniques and methods considered in *Education 30* applied to the teaching of history and social studies, together with those matters that are unique to the field of history and social studies. Experience in constructing lesson plans and units. Problems of teaching history and social studies at various grade levels, in the various curriculum divisions, and to students of varying abilities. *Mrs. Sacks.*

Ed. 35–2
2 sem. hrs.
Enrollment: limited to students following the specialization in the secondary school teaching of science and mathematics

Curriculum and Methods in the Secondary School Teaching of Science and Mathematics

Instructional materials and the specific problems and procedures in the secondary school teaching of science and mathematics. The techniques and methods considered in *Education 30* applied to the teaching of science and mathematics, together with those matters that are unique to these fields. Experience in constructing lesson plans and units. Problems of teaching science and mathematics at various grade levels, in the various curriculum divisions, and to students of varying abilities. *Mr. Levy.*

Ed. 36–1
4 sem. hrs.

Curriculum and Methods in the Elementary School Teaching of Reading, Language Arts, and Social Studies

Instructional materials and the specific content, problems, and procedures in the teaching of elementary (grades one through six) reading, language arts, and social studies. *Mr. Weinberg.*

Ed. 37–1, 2
4 sem. hrs.

Curriculum and Methods in the Elementary School Teaching of Mathematics and Science

Instructional materials and the specific content, problems, and procedures in the teaching of elementary (grades one through six) mathematics and science. *Mrs. Ryle.*

Ed. 38a–2
2 sem. hrs.

The Nature of Classroom Teaching: Elementary Education

Specific problems and procedures with which all elementary school teachers must be concerned. Special attention given to planning lessons and teaching units, exploring the use of various materials, and providing for the individual or the group in the elementary classroom. The student will be expected to allow time in her schedule for visiting a school for classroom observation. *Mr. Weinberg.*

Ed. 38b–2
2 sem. hrs.

Curriculum and Methods in the Elementary School Teaching of Art, Music, and Physical Education

Instructional materials and the specific content, problems, and procedures in the teaching of elementary art, music, and physical education. *Miss Rowe* and Members of the Department.

Ed. 39–0 Seminar in Teaching Methods

4 sem. hrs.

Enrollment: limited
To be taken concurrently with *Ed. 30* and the appropriate special methods course

Problems specific to the teaching of the several subject-matter fields. Emphasis on demonstration teaching by students in their respective subject-matter fields followed by seminar critiques. Problems of particular importance to the beginning teacher. *Mrs. Noble.*

Ed. 40–1, 2 Student Teaching: Secondary Education

12 sem. hrs.

Enrollment: limited to seniors in the Department of Education concentrating in secondary education

Each student assumes full responsibility, under supervision, for the teaching of not less than one secondary school class in her subject-matter field for the entire semester. Students are required to attend a weekly seminar related to student teaching. *Mrs. Smith, Mrs. Kemp, Mrs. Levi.*

Ed. 41–1 Student Teaching: Elementary Education

12 sem. hrs.

Enrollment: limited to seniors in the Department of Education concentrating in elementary education

Each student is assigned teaching responsibilities, under supervision, in one of the elementary schools in the Metropolitan Boston area. Students are required to attend a weekly seminar related to student teaching. *Mr. Weinberg* and Staff.

Education 101 through *Education 106* are open only to graduate students in the Urban Youth Teacher Preparation Program.

Ed. 101–1 Our Urban Society and Education: An American Imperative

4 sem. hrs.

An extensive definition of cultural disadvantage, with orientation to prevailing views held at local, state, and federal levels. Exposure to the thinking of leading writers and statesmen concerned with the broad range of problems relating to cultural disadvantage. Recent social, economic, and political changes and their effect on urban society and education, how urban education has viewed itself throughout this period of change, and the conflict which has arisen as a result of these changes. The political, social, recreational, authoritative, and helping institutions operating within the milieu of the culturally disadvantaged, the tasks performed by these institutions, the views held by these institutions, how they are perceived by the culturally disadvantaged, and specific social welfare programs and urban renewal programs–their role and effect. Nationwide efforts, public and private, emerging to deal with educational problems, a selected review of case studies which have a bearing on the national implications of these problems, and future perspectives. Field visits to disadvantaged neighborhoods as well as direct home visiting.

Ed. 102–2 Curriculum and Methods in the Elementary School Teaching of Reading and Language Arts: Speaking the Disadvantaged Child's Language

4 sem. hrs.

Emphasis on developing curriculum which anticipates the culturally disadvantaged child's limited language development, limited verbal environment, and ideas about and attitude toward language; and specifically, the child's limited exposure to reading and general lack of preparation for reading tasks from grade one on. Special attention to experimental reading programs which attempt to break through non-verbal barriers, relate curriculum content more closely to the child's real environment in terms that the child can comprehend, and increase the child's self-esteem and aspirations.

Ed. 103–1 The Nature of Classroom Teaching: The Impact of Disadvantage on the Classroom Setting

4 sem. hrs.

Classroom observation combined with a seminar on the history and philosophy of education, teaching methods, the use of materials in teaching, and lesson-plan development. Students function as "observer-aides" one morning a week in selected classrooms of the Boston Public Schools, primarily to observe, but also, in some cases, to assist regular classroom teachers in monitoring, testing, correcting papers, etc. Teaching methods and lesson-plan development applied to both the highly motivated bright child and the culturally disadvantaged child.

Ed. 104–1 Curriculum and Methods in the Elementary School Teaching of Mathematics and Science: New Horizons for the Disadvantaged

4 sem. hrs.

Present approaches to the development of curriculum for teaching mathematics and science at the elementary level, and comparison of these methods with necessary adaptations in approaches to the culturally disadvantaged. Experimental programs being developed explored for possible utilization.

Ed. 105–2 Student Teaching

6 sem. hrs. Under supervision, students assume responsibility for the teaching of elementary school classes, which may provide opportunities to utilize some of the new techniques learned in previous courses.

Ed. 106–2 Professional Seminar

2 sem. hrs. Discussion of students' experiences in dealing with total classroom situation, focusing on anxieties generated by this new experience, accommodation to teacher-supervisor relationships, specific problems with individual youth, and problems arising from the introduction of innovative teaching methods. Also, concentration on a final summarized integration of the two-year learning experience, to provide opportunity for group evaluation of the program and of members' own participation

in it. Includes planning future program direction, examining potential gaps in training, and offering recommendations for filling gaps.

English

Undergraduates should note that *English 10* or *11* or the equivalent is prerequisite to all other English courses. Although registration is in certain cases limited, all advanced courses are open to properly qualified undergraduates. Graduate students may, under advisement, elect any courses needed to supplement or consolidate their undergraduate curriculum, but courses numbered in the hundreds are especially suitable for master's candidates.

Eng. 10a–1, 10b–2 Classical Themes in Western Literature

4 or *8 sem. hrs.*

On recommendation of the Department, the first semester may be taken separately for 4 sem. hrs. of credit

Examination of ideas of the hero, from Homer's *Iliad* through such modern writers as Thomas Mann, T. S. Eliot, and William Faulkner. Intensive assignments in writing with frequent conferences. *Mr. Nitchie, Miss Milliken, Mrs. Shapiro, Miss Bloom.*

Eng. 11a–1, 11b–2 Humanities

4 or *8 sem. hrs.*

On recommendation of the Department, the first semester may be taken separately for 4 sem. hrs. of credit

For first-year students whose placement tests indicate unusual ability in English. Primarily Greek literature during the first semester, including Homer, the dramatists, and selections from Plato. During the second semester, readings in Dante, Montaigne, Cervantes, Shakespeare, and Goethe, or similar texts. *Mr. Perry, Miss Bloom.*

Eng. 11c–1, 11d–2 Readings in Twentieth Century Literature

4 or *8 sem. hrs.*

On recommendation of the Department, the first semester may be taken separately for 4 sem. hrs. of credit

For first-year students whose placement tests indicate unusual ability in English. Discussion of characteristic works of such writers as Conrad, Eliot, Faulkner, Hemingway, Gide, Kafka, Mann, and Camus. Frequent critical papers. *Mr. L'Homme, Mr. Manly, Mr. Freedman, Mrs. Weisberg.*

Eng. 20a–1 American Writers, 1620–1865

4 sem. hrs.

Reading in major American writers, such as Taylor, Edwards, Jefferson, Poe, Emerson, Thoreau, Hawthorne, and Melville. *Mr. Sterne.*

Eng. 20b–2 American Writers, 1865–1900

4 sem. hrs.

Reading in major American writers, such as Whitman, Dickinson, Twain, Howells, James, Crane, Robinson, and Dreiser. *Mr. Sterne.*

Eng. 21–0 English Literature of the Nineteenth Century

8 sem. hrs. Major British writers of the romantic and Victorian periods: Wordsworth, Byron, Shelley, Keats, Carlyle, Ruskin, Mill, Newman, Arnold, and Pater. Six critical papers written after conference with instructor. *Mr. Freedman; Miss Bloom* assisting.

Eng. 24–2 Spoken English

4 sem. hrs.

Offered in 1966–67 only if registration warrants

Training in the definition, support, organization, and effective presentation of ideas in a variety of speech situations; improvement of speaking habits through conferences with the instructor and practice with the tape recorder. *Miss Milliken.*

Eng. 25–1 American Literature and Thought in the Twentieth Century

4 sem. hrs. Forms of dissent in modern American literature, as expressed in writers like Ezra Pound, Randolph Bourne, F. Scott Fitzgerald, John Steinbeck, Norman Mailer, Allen Ginsberg, James Baldwin, and LeRoi Jones. *Mr. Langer.*

Eng. 26–2 Modern American Fiction

4 sem. hrs. American fiction from 1900 to the present, including such authors as Willa Cather, Edith Wharton, F. Scott Fitzgerald, Ernest Hemingway, John Dos Passos, Thomas Wolfe, William Faulkner, John Steinbeck, Carson McCullers, Katherine Anne Porter, Nathanael West, Robert Penn Warren, Saul Bellow, and John Updike. *Mr. Langer.*

Eng. 28–1, 2 English Language–Its Growth and Use

4 sem. hrs. A brief history of the English language and the effects of its growth on vocabulary, grammar, idiom, and general usage in the spoken word and in literature. *Miss Milliken.*

Eng. 30–2 The Bible

4 sem. hrs. The major religious and ethical preoccupations of Biblical writers. Intensive study of Old Testament narrative, chronicle, poetry, and prophecy, and of New Testament gospels and letters. *Mr. Perry.*

[Eng. 32–0 Special Studies in American Literature

8 sem. hrs.

Not offered in 1966–67.]

Intensive consideration of major writers from Edwards to Faulkner, supplemented by extensive reading and class discussion of related English and Continental works. Critical papers, written after conference with the instructor.

Eng. 33–2 English Literature and Society in the Age of Donne and Milton

4 sem. hrs.

Discussion of such figures as Donne, Jonson, Bacon, Milton, Hobbes, and Dryden, and of the literary, religious, and philosophic conflicts of the seventeenth century. *Mr. Nitchie.*

Eng. 35–1 Shakespeare

4 sem. hrs. Analysis of major plays, with comment on the theatre of Shakespeare's London. *Mr. Sypher.*

Eng. 36–1 The English Novel

4 sem. hrs. Major British novelists from the eighteenth century to the present, including Richardson, Fielding, Austen, Dickens, Eliot, Hardy, Lawrence, Joyce, and Snow. *Mr. Greene.*

Eng. 37–1 The Continental and American Novel

4 sem. hrs. Critical reading of novels by Melville, Mark Twain, Henry James, Kafka, Gide, Faulkner, Hermann Broch, Robbe-Grillet, and others. Discussion of intellectual background and thematic continuity and discontinuity from the nineteenth century to the present. *Mr. Langer.*

Eng. 39–1 Modern Poetry

4 sem. hrs. The principal poets from Thomas Hardy to the present, particularly such dominant figures as W. B. Yeats, T. S. Eliot, and W. H. Auden. *Mr. Nitchie.*

Eng. 40–2 The Drama

4 sem. hrs. Close analysis of the literary artistry and intellectual milieu of selected Western dramas, from Sophocles to Beckett. Emphasis on the post-Ibsen period. *Mr. Manly.*

Eng. 42–1 Introduction to Poetry

4 sem. hrs. English lyric poetry from Chaucer to the present. The forms, conventions, and styles of the various periods. The backgrounds in Greek and Latin, Provençal, Italian, and French poetry. *Mr. L'Homme.*

Eng. 50–1, 2 Original Prose and Poetry

4 sem. hrs. Writing fiction and/or poetry. Seminar meetings to be arranged. Frequent conferences. *Mr. Bosworth, Mr. Nitchie, Mr. Manly.*

Prereq.: consent of the instructors and submission of sample manuscripts in advance

Eng. 65–0 Directed Study: Senior Thesis

4 sem. hrs. Members of the Department.

Eng. 66–0 Seminar in English

For fourth-year students specializing in the teaching of English in secondary schools. *Mr. Greene.*

Eng. 67–0 Senior Seminar in English

Periodic meetings under the auspices of the Department. For students who intend to enter graduate school.

Eng. 80–2 Nineteenth Century English and Continental Poetry

4 sem. hrs. Selected texts, chiefly verse, in English, French, and German literature, the last in translation. The complex nature of romanticism, and its relationships to post-Renaissance and modern culture. Short critical papers. *Mr. Nitchie.*

Eng. 81–2 Literature and Society

4 sem. hrs. Comparative study of selected modern French and American novels, to define American and French attitudes and values. A list of authors, and of problems, to be discussed in 1966–67, will be available in the English Department office before registration. *Mr. Sterne.*

Eng. 87–2 Russian Literature in Translation

4 sem. hrs. Major Russian and Soviet authors, including Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, Pasternak, and Sholokhov. Discussion of intellectual and social backgrounds. *Mr. Langer.*

Eng. 89–1 Greek Mythology

4 sem. hrs. Intensive and detailed study of the central myths, illustrated by readings in such works as Hesiod's *Theogony,* the Homeric hymns, Ovid's *Metamorphoses,* and selected Greek plays. Frequent quizzes. *Mr. Perry.*

Eng. 122–0 Problems in English Literature of the Nineteenth Century

8 sem. hrs. Intensive analysis of certain philosophic, social, and artistic themes in English and Continental writers. Substantial critical reports written after consultation with the instructor. *Mr. Sypher.*

Prereq.: consent of the instructor

Eng. 123–1 English Literature 1875–1939

4 sem. hrs. Study of significant works of such writers as Yeats, Conrad, Joyce, Forster, Woolf, Lawrence, Eliot, and Bowen, with special attention to the author's dilemma in a rapidly changing world, and to the growth of the modern critical consciousness. *Mr. L'Homme.*

Eng. 134–1 English Literature and Society in the Age of Enlightenment

4 sem. hrs. Readings in Swift, Pope, Johnson, and other significant eighteenth century writers illustrating the currents of thought in a cosmopolitan age. Supplementary comment on painting, gardening, furniture, and architecture. *Mr. Greene.*

Eng. 143–1 Shaw

4 sem. hrs. The plays, prefaces, and criticism of Bernard Shaw. Discussion of his times and his theater. *Mr. Bosworth.*

Eng. 144–2 Renaissance Drama and Poetry

4 sem. hrs. The five principal plays of Marlowe, and selected plays of such authors as Kyd, Webster, Dekker, Heywood, Greene, and Beaumont and Fletcher. Emphasis primarily on drama, but some Renaissance poetry will be read. Detailed study of Shakespeare's sonnets. *Mr. Perry.*

Eng. 145–1 Chaucer

4 sem. hrs. The principal works of Chaucer *(Troilus and Criseyde, Canterbury Tales)*, with some attention to peripheral literature in the romance and fabliau as it bears on his development. *Mr. Manly.*

Eng. 151–1 American Literary Naturalism

4 sem. hrs.
Prereq.: consent of the instructor
Enrollment: limited

An examination of the critical premises and literary expression of naturalism as illustrated in works by Frank Norris, Stephen Crane, Ambrose Bierce, Jack London, Theodore Dreiser, and Hamlin Garland. Some consideration of European influences, such as Darwin, Spencer, and Zola. *Mr. Langer.*

Eng. 152–2 Seminar in the Works of William Faulkner

4 sem. hrs.
Prereq.: consent of the instructor
Enrollment: limited

Mr. Sterne.

Eng. 170–2 Symbolism and Realism

4 sem. hrs. Study of selected works of such writers as Baudelaire, Flaubert, Mallarmé, Conrad, Bennett, Gide, Proust, Valéry, and Rilke, with special attention to the connections with romanticism, aestheticism, naturalism, and impressionism. *Mr. L'Homme.*

Eng. 171–1 Milton

4 sem. hrs. Reading and discussion of Milton's English poetry, with collateral reading in the Latin poems, the prose, and the body of Milton criticism. *Mr. Nitchie.*

Eng. 175–2 Special Studies in Literature and Music

4 sem. hrs. An examination of the interrelationships of literature and music during the nineteenth century; the nature of romanticism; appropriate critical vocabulary for discussing music and literature. *Mr. Freedman.*

Eng. 176–1 Problems in the English Novel

4 sem. hrs. Types and theories of Victorian fiction as practiced by Dickens, Thackeray, and George Eliot. *Mr. Freedman.*

Eng. 182–2 Studies in the Novel

4 sem. hrs.
Prereq.: consent of the instructor
Enrollment: limited

A seminar devoted to intensive readings of at least three novelists selected from the following: Dostoevsky, Tolstoy, Mann, Joyce, Proust, D. H. Lawrence, Faulkner, and Virginia Woolf. *Mr. Langer.*

Eng. 183–2 Criticism

4 sem. hrs.
Prereq.: consent of the instructor

A review of different methods of criticism–psychological, social, philosophical, and ethical–applicable to literature and the arts. *Mr. Sypher.*

Eng. 184–2 Greek and Latin Literature in Translation

4 sem. hrs.
Enrollment: limited

Analysis of ancient epic, drama, and philosophy. *Mr. Sypher.*

Eng. 185–2 Medieval Literature

4 sem. hrs.

Selected works of medieval literature, including epics such as *Beowulf* and the *Nibelungenlied,* lyric poems by the troubadours, romances such as Chrétien's *Lancelot* and Gottfried von Strassburg's *Tristan,* and Dante's *Divine Comedy.* *Mr. L'Homme.*

Amer. Studies 90–1 American Studies Seminar

4 sem. hrs.

See page 112 for description. Course administered jointly by the Departments of English and History.

Foreign Study Program

Students may be granted credit for the satisfactory completion of a prescribed program in a duly recognized Foreign Study Program provided each individual proposal is recommended by the school or department concerned, and approved by the Subcommittee on Foreign Study and the Committee on Programs and Academic Standing.

French

Fr. 10–0 Beginning French

8 sem. hrs.

Study of pronunciation, grammar, and vocabulary to develop ability to understand, speak, read, and write simple French. The student acquires a mastery of vocabulary and syntax needed for more advanced courses or, if necessary, for reading independently. *Mr. White.*

Fr. 20–0 Intermediate French

8 sem. hrs.

An intensive review of grammar, oral practice, and reading of modern French texts of graduated difficulty. Students with a

grade of B or better may go directly into *French 31, 32,* or *34, 35.* Members of the Department.

Fr. 28–0 Readings in French Literature and Civilization

8 sem. hrs. Systematic review of grammar with reading of selected materials to gain an understanding of French civilization and culture. Prepares for *French 31, 32.* Members of the Department.

Fr. 31–1, 32–2 Major French Writers

4 or *8 sem. hrs.* Intensive reading of masterworks of such figures as Rabelais, Montaigne, Racine, Molière, Voltaire, Rousseau, Hugo, Stendhal, Balzac, and Baudelaire. Introduction to the major trends in French literature and thinking from the Renaissance to the present day. Prerequisite to all advanced courses in French literature. *Lectures and class dicussions in French.*
Mr. Mackey, Miss Keane.

Fr. 33–1, 2 Spoken French

4 sem. hrs.

Prereq.: consent of the instructor

Intensive semester course for students of superior aptitude in French language. One class meeting a week and four hours of individual oral-aural practice in language laboratory.
Mr. Newman.

Fr. 34–1, 35–2 Conversation and Composition

4 or *8 sem. hrs.*

Prereq.: Fr. 28 or consent of the instructor

During the first half-year, concentration, with individual assistance, upon pronunciation, enunciation, and intonation, and drill in the everyday French idiom to gain facility and correctness of expression. During the second half-year, individualized readings as a basis for oral and written reports on aspects of French civilization. *Conducted in French.* Members of the Department.

Fr. 36–2 French Linguistics

4 sem. hrs.

Prereq.: Fr. 34, 35 or consent of the instructor

An introduction to the historical development of French and to the principles of linguistics as related to the teaching of the language. *Miss Keane.*

Fr. 37–1 Stylistics

4 sem. hrs.

Prereq.: Fr. 34, 35 or consent of the instructor

Intensive course in elements of style. Composition, translation, and *explication de textes. Mr. McKeen.*

Fr. 40–2 Advanced Composition and Conversation

4 sem. hrs.

Prereq.: Fr. 35 or *37* or consent of the instructor

An intensive study of the art of written expression, through frequent exercises in writing narrative and critical prose, combined with oral work designed to assure fluency in the spoken language. *Miss Charra.*

[Fr. 41–1 French Literature of the Middle Ages

4 sem. hrs.

Prereq.: Fr. 31, 32 or consent of the instructor
Not offered in 1966–67.]

A study of the genres which dominated French literature between 1100 and 1500, with special emphasis on the *chanson de geste,* the *roman courtois,* lyric poetry, and the theater.

Fr. 42–2 French Literature of the Renaissance

4 sem. hrs.

Prereq.: Fr. 31, 32 or consent of the instructor

Close reading of selected works of Rabelais, Montaigne, and a number of lyric poets of the sixteenth century. *Miss Keane.*

[Fr. 43–2 The Age of Classicism

4 sem. hrs.

Prereq.: Fr. 31, 32 or consent of the instructor
Not offered in 1966–67.]

An investigation into the nature of classical aesthetics, with an intensive study of the major figures of the century of Louis XIV.

Fr. 44–1 The Age of Enlightenment

4 sem. hrs.

Prereq.: Fr. 31, 32 or consent of the instructor

A chronological study of the *esprit philosophique* of the Enlightenment, together with a study of other currents of eighteenth century thought and culture, such as sentimentalism, neoclassicism, pre-romanticism. Emphasis on the *conte philosophique* and the emergence of the novel as a genre.
Mr. McKeen.

Fr. 45–2 The Theater of the Eighteenth and Nineteenth Centuries

4 sem. hrs.

Prereq.: Fr. 31, 32 or consent of the instructor

An inquiry into the nature and innovation of eighteenth and nineteenth century theater, with emphasis on the historical and aesthetic development as reflected by a study of specific plays. *Mr. Mackey.*

[Fr. 46–1 The Nineteenth Century Novel

4 sem. hrs.

Prereq.: Fr. 31, 32 or consent of the instructor
Not offered in 1966–67.]

The development of the novel from pre-romanticism through romanticism, realism, and naturalism. Selected texts from such authors as Chateaubriand, Stendhal, Balzac, Flaubert, Zola, Huysmans, and Proust.

[Fr. 47–1 Romantic Poetry

4 sem. hrs.

Prereq.: Fr. 31, 32 or consent of the instructor
Not offered in 1966–67.]

A thematic and stylistic study of the poetry of Lamartine, Vigny, Hugo, and Musset.

[Fr. 48–2 Symbolist Poetry

4 sem. hrs.

Prereq.: Fr. 31, 32 or consent of the instructor
Not offered in 1966–67.]

Intensive study of the poetry of Baudelaire, Rimbaud, and Mallarmé. Reference will also be made to other symbolist and Parnassian poets of the nineteenth century. *Mr. McKeen.*

Fr. 49–1 Modern Poetry and Theater

4 sem. hrs.

Prereq.: Fr. 31, 32 or consent of the instructor

French poets from 1900 to the present, such as Apollinaire, Breton, Éluard, Jacob, and Prévert. Twentieth century playwrights, such as Curel, Claudel, Lenormand, Romains, and Sartre. *Mr. Newman.*

Fr. 50–2 The Modern Novel

4 sem. hrs.

Prereq.: Fr. 31, 32 or consent of the instructor

The principal directions in the French novel since World War I, as seen in Duhamel, Gide, Romains, Bernanos, Mauriac, Sartre, Camus, Butor, and others. *Mr. Newman.*

Fr. 51–2 Gide, Sartre, Camus

4 sem. hrs.

Prereq.: Fr. 31, 32 or consent of the instructor

The major themes of modern French literature and a study of existentialist thought as seen in the works of three authors. Emphasis on the *récits* of Gide, the plays of Sarte, and the novels of Camus. *Mr. McKeen.*

Fr. 65–0 Directed Study: Senior Thesis

4 sem. hrs.

Members of the Department.

Honors Seminar in French

Periodic meetings under the auspices of the Department. For students who intend to enter graduate school.

German

Ger. 10–0 Beginning German

8 sem. hrs.

Development of reading ability, with essentials of grammar. Elementary reading material followed by short stories and other narrative prose. Oral-aural practice. *Mr. Klein.*

Ger. 20–0 Intermediate German

8 sem. hrs.

Prereq.: Ger. 10 or the equivalent

Continuation of *German 10.* Practice in accurate translation followed by readings in narrative, critical, and dramatic literature. Introduction to German history and civilization. Extensive outside reading. Practice in conversation. *Mr. Klein, Mrs. Wells.*

[Ger. 30–1 Goethe's Faust and the Faust Legend in European Literature*

4 sem. hrs.

Prereq.: Ger. 20 or the equivalent

Not offered in 1966–67.]

The representative work of the "representative man" of his age: sources of the Faust legend, its dramatization by Marlowe in *Dr. Faustus,* and, chiefly, its significance as the expression of Goethe's views. Outside reading in other works of Goethe. Written reports.

**Offered in alternate years.*

[Ger. 31–2 Contemporary German Literature

4 sem. hrs.

Prereq.: Ger. 20 or the equivalent

Not offered in 1966–67.]

Short stories, essays, and Novellen by representatives of the leading trends in German literature since 1900, e.g., Günter Grass, Borchert, Thomas Mann, Heinrich Mann, Hesse, Brecht, Goes, and Bergengruen. Parallel readings in other European and American writers. Oral and written reports on collateral reading.

[Ger. 32–2 Modern German Drama*

4 sem. hrs.

Prereq.: Ger. 20 or the equivalent

Not offered in 1966–67.]

German drama from 1890 to the present as an expression of changing aesthetic, cultural, and social ideas. Naturalism (Hauptmann, Holz, and Schlaf), symbolism (von Hofmannsthal), expressionism (Wedekind, Toller, Georg Kaiser, Brecht), post-war drama (Dürrenmatt, Zuckmeyer, Max Frisch, Billinger). Collateral readings in such dramatists as Ibsen, Strindberg, Chekhov, O'Neill, Wilder, Miller, and Anouilh.

[Ger. 33–1 The Classical Age of German Literature

4 sem. hrs.

Prereq.: Ger. 20 or the equivalent

Not offered in 1966–67.]

Literature of the *Goethezeit*. The sources of German classicism and romanticism in Hamann, Herder, Klopstock, Rousseau, and Wieland, and in the *Sturm und Drang*. Dramas by Lessing, Schiller, and Goethe (not including *Faust*).

Ger. 34–1, 35–2 Introduction to German Literature

4 or *8 sem. hrs.*

Prereq.: Ger. 20 or the equivalent

Reading and interpretation of major German writers from medieval times to the present. First semester, through the classical age; second semester, from romanticism to the present. *Mr. Klein.*

Ger. 36–1, 37–2 Conversation and Composition

4 or *8 sem. hrs.*

Prereq.: Ger. 20 or the equivalent

Practice in speaking and writing German based on texts from German literary and cultural history. Some stylistic training through translation of original English texts. *Mr. Klein.*

Government

Gov. 21–1 Government in the United States–Federal System

4 sem. hrs.

Analysis of the institutional development of American national government, emphasizing the Presidency, Congress, and the Supreme Court. Special attention to the political process, parties, pressure groups, and the bureaucracy. *Mr. Miles.*

Gov. 22–2 Government in the United States–Urban and State Politics

4 sem. hrs.

The policy-making process and governmental problems experienced by state and by city and town governments. Major emphasis upon the systems in the Commonwealth of Massa-

**Offered in alternate years.*

chusetts and the urban centers around Boston. Problems include governmental responsibility and authority, constitutional changes, transportation, urban development and planning, housing, and health. Lectures on specific problems, studies of several states and metropolitan areas, and publications of the states and urban centers. Observations of some phases of each governmental system in action. *Mrs. Milburn.*

Gov. 23–1 Classical and Early Modern Political Theory

4 sem. hrs. The central themes and principles of classical political thought. Christian variations on the classical themes, and the nature of the rationalist break with that thought during the Renaissance and the Enlightenment. Among the philosophers considered: Plato, Aristotle, Cicero, Augustine, Aquinas, Machiavelli, Hobbes, Locke, and Rousseau. *Mr. Tollefson.*

Gov. 24–2 Political Theory During the Last Two Centuries

4 sem. hrs. The main tendencies in political thought during the last two centuries, in particular the underlying principles of the historical, positivist, and existential schools of thought, concluding with an examination of the principles underlying the behavioral and social sciences today. Among the philosophers and thinkers: Hegel, Mill, Marx, Nietzsche, Freud, and Dewey. *Mr. Tollefson.*

Gov. 30–1 Governments in the Modern World–European

4 sem. hrs. The two extreme patterns for governmental structure–representative democracy and dictatorship–and the institutions and procedures through which governmental decisions are made. The systems of some western and eastern European states and comparative analyses of their decision-making processes. *Mrs. Milburn.*

Gov. 31–2 Governments in the Modern World–Asian and African

4 sem. hrs. Problems faced by some of the old and new indigenous governments in Asia and Africa. The success of attempts to incorporate representative-democratic features in areas which had not known, to any extent, such governmental responsibilities. Sources for the course include a number of related books and visiting lecturers. *Mrs. Milburn.*

Gov. 32–2 International Relations

4 sem. hrs. The nation state as the unit of international relations; the elements which give substance to the foreign policy of the nation state; the limitations of international law, organization, and opinion on actions of nation states; the essential policies of major powers; problem areas in the present-day world, and problems such as disarmament, atomic energy, and world trade. *Mr. Tollefson.*

Gov. 40–1 Public Administration

4 sem. hrs. Basic principles, practices, and problems of administrative organization and management in modern American governmental units. *Mr. Miles.*

Gov. 41–2 Seminar in Public Administration

4 sem. hrs.

Prereq.: consent of the instructor

Basic problems in American administrative experience such as planning, personnel practices, organization and methods procedures and budgeting. Individual or group reports.
Mr. Miles.

Gov. 42–1 Public Opinion, the Mass Media, and American Democracy

4 sem. hrs. Participation of the modern communications media in American politics. The role of public opinion in obtaining thoughtful deliberation and wise decision-making from political leaders working in the modern media setting. Media participation in the election process and the problem of media control within the constitutional framework. *Mr. Tollefson.*

Gov. 43–1, 2 Reading and Research

Credit to be arranged

Prereq.: consent of the Department

Open to students in governmental affairs wishing to do advanced work in the area with a member of the Department. Members of the Department.

Gov. 44–2 Science and Government

4 sem. hrs. The impact of scientific development on the United States government. Public policy in this area, including personnel, security arrangements, atomic development, and administration, with emphasis on the role of the scientist in politics and the special problems involved in research and development.
Mr. Miles.

Gov. 45–1 Modern Political Parties

4 sem. hrs. Effect of parties in the governmental process. Comparisons of party structures and functions in various governmental systems, including experiences of the United States, and of European and developing countries. Some emphasis upon local, regional, and national orientations. Analysis of the one-party, two-party, and multiparty systems. *Mrs. Milburn.*

Gov. 65–2 Directed Study: Senior Thesis

4 sem. hrs. Members of the Department.

American Foreign Policy
See *History 31–1*

American Constitutional History
See *History 37–2*

Soc. St. 10–0 The Development of Contemporary Society

8 sem. hrs. See page 177 for description. Administered jointly by the Departments of History and Government.

History

Hist. 21–1, 22–2 History of American Civilization

4 or *8 sem. hrs.*

Offered: as a year course, or either half may be taken separately

History 21. Development of the democratic spirit and of American political and social institutions from the eighteenth century through the Reconstruction Period. *Mr. Hawthorne, Mr. Halko.*

History 22. The development of American life since the Civil War and the reorientation of democracy from agrarian to urban problems as America comes of age as a society and as a world power. *Mr. Edelstein, Mr.*_____.

Outside reading and class discussion supplement the lectures throughout the year.

Hist. 23–1 United States Colonial History

4 sem. hrs. The European background of the migrations to America, the settlement of the thirteen colonies, their internal development and growth, the role they played in the British Empire, and the forces leading to the outbreak of the Revolution in 1776. *Mr. Halko.*

Hist. 24–1 English History

4 sem. hrs. A history of England from 1485 to the present, with emphasis on the nineteenth and twentieth centuries. The growth of individual freedom in England and the contributions of English institutions to contemporary civilization. Reading in historical sources and contemporary literature. *Mr. Kahl.*

Hist. 27–1 Nineteenth Century Europe

4 sem. hrs. Consideration of European history from 1814 to 1914 with glimpses beyond those dates. Special attention given to the forces–national, economic, and intellectual–which molded the characteristics of contemporary Europe. Includes a paper based on one of the central problems of the period. *Mr. Hunter.*

Hist. 28–2 Twentieth Century Europe

4 sem. hrs. An appraisal of the efforts to reach a settlement after World War I; investigates the attempts of the several states to cope with the complexities of modern society and examines the causes and aftermath of World War II. *Mr. Kahl.*

Hist. 29–1 Ancient History

4 sem. hrs. Devoted essentially to a study of Greek and Roman societies, emphasizing social and economic conditions, political organization, and cultural achievements. Readings in sources, discussions, and a term paper. *Mr. Lyman.*

Hist. 30–2 Medieval History

4 sem. hrs. Selected aspects of medieval civilization, beginning with the fourth and ending with the thirteenth centuries. Emphasis on

culture, economics, and social organization. Special attention given to northwestern Europe. Readings in sources and major interpretations, discussions, and a term paper. *Mr. Lyman.*

Hist. 31–1 American Foreign Policy

4 sem. hrs.
May count as government requirement

America in world politics from 1939 to the present, with special emphasis on current problems in American foreign relations. Includes a research project and a paper. *Mr. Hawthorne.*

Hist. 33–1, [34–2] A History of American Thought

4 [or *8*] *sem. hrs.*
Prereq.: work in a chronologically appropriate course in American history or literature, or consent of the instructor
Enrollment: limited to twenty students
[Hist. 34 not offered in 1966–67.]

Hist. 33. An examination, in seminar, of the major ideas and thinkers in the United States from Colonial times through the Civil War, utilizing both a variety of documents from that era and the monographs of twentieth century intellectual historians. Student essays on the reading to be prepared before each meeting. *Mr. Edelstein.*

[Hist. 34.] An analysis of American thought and attitudes from 1860 to the present. A seminar with extensive reading, a major critical paper, and an examination on the reading.

[Hist. 35–1 Modern Russia

4 sem. hrs
Not offered in 1966–67.]

The development of Russia's social, cultural, political, and economic institutions, with special emphasis on evidences of similarity and contrast between the Imperial and Soviet periods. Class discussions and a term paper on contemporary Russia.

Hist. 37–2 American Constitutional History, 1789 to the Present

4 sem. hrs.
Prereq.: Hist. 21, 22 or consent of the instructor
May count as government requirement

The development of American law as reflected in historical judicial decisions. Special emphasis on English antecedents of American law, and the issues of states rights and civil liberties. *Mr. Halko.*

Hist. 38–2 Modern France

4 sem. hrs.

The history of France from the old regime to the present, with emphasis on political, social, and economic institutions and on the changing roles of France in European affairs. *Mr. Hunter.*

Hist. 39–2 Historical Geography

4 sem. hrs.

Topics in historical geography drawn from the history of western Europe or of the United States. Determinism, the history of exploration and of mapmaking, and the influence of location and environment on human activity. Emphasis on discussion. A major paper dealing with a case study. *Mr. Lyman.*

Hist. 41–2 The American Civil War Era

4 sem. hrs.

Prereq.: Hist. 21, Hist. 33 or *37*, or consent of the instructor
Enrollment: limited to fifteen students

A study, in seminar, of factors and factions leading to the Civil War, of military and civilian behavior during the war, and of issues in the post-war reconstruction. Sources from this era, and the works of major historians occupy the seminar for most of the semester; the last month of the course is devoted to critical discussions by the seminar of the research papers written by its members. Student research, when possible, directed to primary material in manuscripts, newspapers, and periodicals. *Mr. Edelstein.*

Hist. 43–2 Renaissance and Reformation

4 sem. hrs.

Europe from the middle of the fifteenth century to the middle of the seventeenth century: the Renaissance prince and state, overseas expansion, Hapsburg hegemony, the Protestant movements and their political, social, and economic importance, and the wars of religion culminating in the Thirty Years' War. *Mrs. Noether.*

Hist. 44–1 Seventeenth and Eighteenth Century Europe

4 sem. hrs.

The European state system in its domestic developments (emergence of Russia and Prussia, continental absolutism, English political system) and international entanglements (the "balance of power" concept, continental and colonial wars), from the Peace of Westphalia in 1648, to the end of the eighteenth century. *Mrs. Noether.*

Hist. 45–1 European Intellectual History, Part I

4 sem. hrs.

The development of European intellectual movements from the breakdown of the medieval synthesis to the Newtonian world view, with emphasis on humanism and the beginnings of modern scientific thought. *Mrs. Noether.*

Hist. 46–2 European Intellectual History, Part II

4 sem. hrs.

Intellectual developments from the Enlightenment to the present, tracing the growing impact of science and technology on the outlook of an age, the emergence of nineteenth and twentieth century "isms," the interaction between European thought and non-European cultures, and the problems of twentieth century intellectuals. *Mrs. Noether.*

Hist. 47–2 America Before the Revolution, 1760–1776

4 sem. hrs.

Prereq.: Hist. 21 and *37*, or consent of the instructor

A treatment in depth of the crucial years immediately prior to the Declaration of Independence. The causes of the ever widening divergence between the American and British outlook during these years, analyzed in lectures, primary sources, and secondary works. *Mr. Halko.*

Hist. 61–1 Historiography

4 sem. hrs.

Enrollment: required of seniors in the pregraduate history program; open to others with consent of members of the Department

An examination, in seminar, of major Western historians with a view to understanding changing frames of reference and a variety of historical methods. Members of the Department.

Hist. 65–2 Directed Study: Senior Thesis

4 sem. hrs.

For students in the pregraduate history program and for candidates for honors in history. Members of the Department.

Amer. Studies 90–1 American Studies Seminar

4 sem. hrs.

See page 112 for description. Course administered jointly by the Departments of History and English.

Soc. St. 10–0 The Development of Contemporary Society

8 sem. hrs.

See page 177 for description. Administered jointly by the Departments of History and Government.

Home Economics

H. Ec. 10–2 Home Economics for Contemporary Living

4 sem. hrs.

A non-laboratory course planned exclusively for majors in fields other than home economics. Development of a philosophy of desirable home and family life in today's world. Ways in which family goals may be attained through the wise management of time, energy, money, and material resources. Consideration given to housing, home furnishings and equipment, finance and consumer problems, nutrition and food selection, textiles and clothing, and family relations. Members of the Department.

H. Ec. 20–1, 2 Clothing

4 sem. hrs.

Theories and principles of modern methods of clothing construction applied to problems of the individual. Understanding of fabric characteristics and of design in relation to clothing. Economic factors considered. *Mrs. Facktoroff.*

H. Ec. 21–2 Textiles

4 sem. hrs.

Prereq.: consent of the Department

Natural and man-made fibers, yarns, construction methods, design, and finishing agents, as related to selection and care of fabrics. Comparative studies of quality for various end uses. Field trips to museums, mills, and textile research laboratories. *Mrs. Gawne.*

H. Ec. 22–1 Design

4 sem. hrs. Developing visual sensitivity. Appreciation of contemporary design in relation to architecture, furniture, fabrics, and accessories. Illustrated lectures and discussions, field trips to modern homes and shops, and creative work combine to increase responsiveness to contemporary art and basic design elements. Opportunity for individual study in specific areas of interest. *Mrs. Feinburg.*

H. Ec. 23–1, 2 Foods

4 sem. hrs. Application of basic scientific principles to food preparation and meal planning; efficient management of time and other resources. *Miss Patterson, Mrs. Wilkins.*

[H. Ec. 24 Hospital Food Service

4 sem. hrs. Fundamental principles of organization and management of food service operations.

Prereq.: Biol. 21–2
Not offered in 1966–67.]

H. Ec. 25–2 Nutrition

4 sem. hrs. The fundamentals and recent developments in the science of nutrition as they relate to food selection and to the needs of individuals and groups; the relation of nutrition to health; and community responsibility for various nutrition programs.
Miss Ross.

[H. Ec. 26 Normal and Therapeutic Nutrition

4 sem. hrs. Survey of basic principles of normal nutrition and of diet therapy.

Not offered in 1966–67.]

H. Ec. 30–1, 2 Tailoring

4 sem. hrs. Construction of tailored suits and coats using custom tailoring and dressmaker tailoring techniques. Cutting and adjusting to fit the individual figure. Pressing and blocking of tailored garments. *Mrs. Facktoroff.*

Prereq.: H. Ec. 20

H. Ec. 33–1, 2 Advanced Foods

4 sem. hrs. Composition, methods of manufacture, marketing, and preservation of food. Laboratory work to develop professional food standards and efficient procedure. Evaluation of convenience foods. Field trips to food production and distribution centers. Review of current professional journals.
Miss Patterson, Mrs. Wilkins.

Prereq.: H. Ec. 23

H. Ec. 34–1, 2 Home Management

4 sem. hrs. Philosophies of management and utilization of family resources, work simplification, kitchen planning, housing, and selection, care, and use of household equipment.
Miss Bevacqua.

H. Ec. 35–1, 2 Child and Adolescent Growth and Development

4 sem. hrs.

Prereq. or concurrent: Psych. 20

The development of the child from conception through adolescence. The significance of physical, social, emotional, and intellectual growth and development, and the importance of early events, in the development of a mature personality. Experience with young children provided by observation and participation in the Simmons College Child Study Center. Students in programs other than Home Economics and Education may enroll with the consent of the Chairman. *Miss Sogard.*

H. Ec. 36–1 Field Experience in Home Economics Education

2 sem. hrs.

Teaching foods or clothing in a settlement house in the vicinity of Boston one afternoon each week during the semester. Weekly group conferences for organizing and discussing teaching materials and techniques, class activities, and the influence of family life on the personality development of children. Individual conferences on teaching problems. *Miss Pifer.*

H. Ec. 37–2 Demonstration Techniques

4 sem. hrs.

Prereq.: H. Ec. 33 or the equivalent, and consent of the Department

Observation, discussion, and presentation of food demonstrations. Emphasis on effective techniques. *Miss Patterson.*

H. Ec. 38–1 Early Childhood Programs: Methods and Materials

4 sem. hrs.

Prereq.: H. Ec. 35 and consent of the Department

Principles of program planning for young children. Planning, preparation, and evaluation of materials–graphic and plastic arts, music, science and nature, literature, creative dramatics, play equipment–and an understanding of how these media contribute to a child's growing awareness of his environment and to his continued development. *Miss Sogard.*

H. Ec. 40–2 Clothing Design

4 sem. hrs.

Prereq.: H. Ec. 20 and *H. Ec. 30* or consent of the Department

Fundamentals of clothing design and pattern drafting. Designs of clothing developed through pattern-drafting techniques. Fashion through the centuries; the effects of times and mores. *Mrs. Facktoroff.*

H. Ec. 43–2 Experimental Foods

4 sem. hrs.

Prereq.: Chem. 20 or *31* and *H. Ec. 33*

Physical and chemical factors affecting the quality of cooked food, including analysis of standard recipes and procedures. Review of recent research in foods. Individual problems. *Miss Patterson.*

H. Ec. 45–1 Advanced Nutrition

4 sem. hrs.

Prereq.: Biol. 34, Chem. 21, H. Ec. 25, or equivalents

Recent research in nutrition. The role of each dietary essential in the maintenance of optimum health; problems of food fortification; interrelationships of nutrients; treatment and prevention of nutrition deficiencies; enrichments and faddism. *Mrs. Abbott.*

H. Ec. 46–2 Therapeutic Nutrition

4 sem. hrs.

Prereq.: H. Ec. 45 or consent of the Department

Nutrition in the treatment of disease. Changes in metabolism and their relationships to dietary requirements and food intake. *Mrs. Abbott.*

H. Ec. 47–1, 2 Consumer Education

4 sem. hrs.

Choice-making, budgeting, and market selection problems facing consumers in the use of income for present and future needs. Protection of consumers in the market, standardization, labeling, pricing, credit, insurance, and investment. *Miss Bevacqua.*

H. Ec. 49–2 Field Experience and Seminar in Child Development

8 sem. hrs.

Prereq.: H. Ec. 38 and consent of the Department

Observation and teaching experience in early childhood programs; communicating with young children and handling individual and group problems. Teaching experience arranged, according to the special interests of students, in the Simmons College Child Study Center, day care centers, hospitals, and other schools, or with retarded children. Seminar supplements and evaluates varied teaching experiences and provides intensive study of children. Individual research and conferences. *Miss Sogard.*

H. Ec. 51–2 House Planning and Interior Decoration

4 sem. hrs.

Each student plans the layout and decoration of a house; chooses the community in which the house might be built and the plot of land where it is to be placed; considers traditional and new methods of house planning and building. Choice and use of furniture; wall, floor, and window treatment; emphasis on color, line and texture; and budget limitations, family needs, and requirements of modern living. *Mrs. O'Connor.*

H. Ec. 52–1 Quantity Food Administration

4 sem. hrs.

Prereq.: H. Ec. 23 and *25*

Quantity food purchasing and production; selection, purchasing, and maintenance of equipment; layouts. Analytic and interpretive approach to problems of food service administrators. Field trips to wholesale meat, poultry, and produce markets; equipment manufacturers; automated food purveyors; kitchens and dining halls in colleges, hospitals, hotels, restaurants, and school lunchrooms. Weekly seminar. Cost of transportation and meals when on field assignments, approximately $20. *Mrs. Abbott.*

H. Ec. 54–1 Curriculum and Methods in the Teaching of Home Economics

4 sem. hrs.

Enrollment: limited to students following the specialization in home economics education

Students enroll concurrently in *H. Ec. 55*

Before student teaching *(Home Economics 55),* methods of selecting, organizing, and evaluating learning experiences in the teaching of home economics in junior and senior high schools. After student teaching, seminars on home economics in vocational and adult education, the professional role of the home economist, and individual teaching problems.
Mrs. Gawne.

H. Ec. 55–1 Student Teaching and Individual Study in Home Economics

8 sem. hrs.

Enrollment: limited to students enrolled concurrently in *H. Ec. 54*

Six weeks' teaching in junior and senior high schools near Boston. Planning experiences for boys and girls in foods and nutrition, clothing, home management, child study, consumer education, and personal and family relations; directing other school activities. Individual study of one issue of contemporary education related to home economics. Cost of transportation to cooperating centers, approximately $50. *Mrs. Gawne.*

H. Ec. 56–2 Introduction to Public Health Nutrition

4 sem. hrs.

Prereq.: H. Ec. 25 and 33 or equivalents, and consent of the Department

Offered only if there is sufficient demand.

The role of nutrition in such public health programs as maternal and child health, school health, chronic disease, and gerontology. An explanation of the functions and interrelationships of members of the public health team: medical health officer, public health nurse, health educator, sanitarian, and nutritionist. Field experience in health agencies at state and local levels. Cost of transportation for field assignment, approximately $15. *Miss*_____.

H. Ec. 57–2 Family Relations

4 sem. hrs.

Open to all second-, third-, and fourth-year students

Characteristics of the American family today, challenges and problems of various family developmental stages with special emphasis on factors basic to successful family living. *Mrs. Gawne.*

H. Ec. 59–1, and/or 2 Individual Study in Home Economics

2 or *4 sem. hrs.* in either or both semesters

Prereq.: consent of the Department

Individual work in one of the areas of home economics. Members of the Department.

H. Ec. 200 Thesis in Home Economics Education

4–8 sem. hrs.

Degree candidacy in the graduate program in home economics education required. Individual study in an area of special interest. Regular conferences with the staff throughout the period of registration. *Mrs. Gawne, Miss Ross,* and Members of the Department.

Honor Programs

Honors programs are offered to qualified students in certain schools and departments as stated in appropriate places either in this catalogue or in the catalogue supplement. Programs are offered in English, French, Spanish, economics, government, history, chemistry, and physics. (See page 56.)

Individual Study

60–1, 2

4–8 sem. hrs.

Nearly all departments arrange through individual study courses to allow a student to concentrate in some field of

special interest in which she may do original investigation. These courses are conducted exclusively by individual conferences and reports, and the hours and credits are specifically determined for each student. They are open, with the approval of the chairman of the division in which the course is offered, the director of the school in which the student is registered, and the instructor, to third- or fourth-year students who have maintained a general average of B throughout their college course. These individual study courses (numbered 60) are not to be confused with the independent study courses (usually numbered 65) offered in departmental honors programs. A student may register for only one individual study course in any semester.

Introduction to the College

The freshman course concerning Simmons and its programs is intended to assist the first-year student in her adjustment to new responsibilities and environment. Talks are given on study habits and techniques, health, social relationships, self-understanding, and academic matters. Information relevant to career planning is presented and the student is given opportunity for question and discussion. *Miss Clifton* and special lecturers.

Latin

Latin 21–1, 22–2 Major Latin Writers

4 or *8 sem. hrs.*

Prereq.: three or more years of secondary school Latin, or a satisfactory score on the placement test

Offered: as a year course, though either semester may be taken separately

Reading and discussion of certain major writers. Intended for those who wish to continue Latin beyond secondary school. In the first semester, prose, including Cicero's essays, Pliny, Sallust, and Livy. In the second semester, drama and poetry: Terence, Plautus, Virgil, Ovid, Horace, Catullus, and Lucretius. The literary value of these authors and their contribution to Western culture. *Mr. Keizer.*

Library Science

See page 193 for information about courses.

Mathematics

Math. 01–1, 2 Introductory Statistics

4 sem. hrs.

Prereq.: high school algebra

Elements of probability and statistics. Analysis of data, statistical distributions, measures of central tendency, etc. Applications to economics, psychology, biology, and other fields. Intended primarily for students in the biological, behavioral, or social sciences. This course will not count toward a departmental concentration. Members of the Department.











Math. 02–1, 2 Finite Mathematics

4 sem. hrs.

Prereq.: high school algebra

Mathematical logic, algebra of sets, combinatorial problems and elementary probability theory, vectors, and matrices. Applications to social and behavioral sciences. This course will not count toward a departmental concentration. Members of the Department.

Math. 10–1 Calculus I

4 sem. hrs.

Prereq.: high school algebra, geometry, and trigonometry

Coordinates, lines, and conics. Differential and integral calculus of algebraic functions. Applications to maxima, minima, areas, volumes, and physical problems. Members of the Department.

Math. 11–2 Calculus II

4 sem. hrs.

Prereq.: Math. 10

Polar coordinates; parametric equations. Calculus of transcendental functions. Technique of integration. Indeterminant forms, improper integrals, and applications. Members of the Department.

Math. 12–1 Calculus I

4 sem. hrs.

Prereq.: high school algebra, geometry, trigonometry, and placement by the Department.

Same topics as *Mathematics 10.* Intended for the student with superior high school preparation. Members of the Department.

Math. 13–2 Calculus II

4 sem. hrs.

Prereq.: Math. 12

Same topics as *Mathematics 11.* Members of the Department.

Math. 22–1 Linear Algebra

4 sem. hrs.

Prereq.: sophomore standing or consent of the instructor.

Real vector spaces, linear transformations, matrix theory, inner products, determinants, and applications. Selected topics from dual spaces, bilinear functions, quadratic forms, complex vector spaces, and spectral theory. *Mrs. Fisher.*

Math. 23–2 Algebraic Structures

4 sem. hrs.

Prereq.: Math. 22

The algebra of sets, basic number systems. Elementary theory of groups, rings, integral domains and fields. Polynomial rings and field extensions. *Mrs. Fisher.*

Math. 24–1 Intermediate Analysis I

4 sem. hrs.

Prereq.: Math. 11 or *13*

Coordinate geometry of three dimensions. Vectors, infinite series, partial derivatives, multiple integration, and applications. Members of the Department.

Math. 25–2 Intermediate Analysis II

4 sem. hrs.
Prereq.: Math. 24

Vector analysis, Fourier series, special functions, differential equations, series solutions. Members of the Department.

Math. 30–1 Probability and Statistics I

4 sem. hrs.
Prereq.: Math. 23 and *25*

Dependence and independence of events. Random variables. Discrete and continuous distributions. Expectation and limit theorems. *Mrs. Feinroth.*

Math. 31–2 Probability and Statistics II

4 sem. hrs.
Prereq.: Math. 30

Point estimation. Testing statistical hypotheses–simple and composite. Confidence intervals. *Mrs. Feinroth.*

Math. 32–1 Modern Geometry

4 sem. hrs.
Prereq.: Math. 11 or *13* or consent of the Department

Axiomatics and the foundations of geometry. Topics selected from advanced Euclidean, projective, and non-Euclidean geometries. *Mr. Hitchcock.*

[Math. 37–2 Topics in Algebra

4 sem. hrs.
Prereq.: Math. 23 and *Math. 25*
Not offered in 1966–67.]

Content of this course will vary from year to year. A typical course might include topics from the following: groups and group representations, rings and modules, number theory, Galois theory. May be taken for credit more than once with the consent of the instructor.

Math. 41–2 Numerical Methods

4 sem. hrs.
Prereq.: Math.23 and *Math. 25*

Numerical solution of polynomial equations. Differences and interpolation. Numerical differentiation and integration. Programming problems at the M.I.T. Computation Laboratory.
Mr. Cornew.

Math. 43–2 Topics in Analysis

4 sem. hrs.
Prereq.: Math. 46

Topics chosen from the following: Euclidean spaces, convex sets, vector-valued functions of one variable and of several variables, exterior algebra, integration of manifolds.
Mr. Leverich.

Math. 44–1 Complex Variables

4 sem. hrs.
Prereq.: Math. 23 and *Math. 25*

The complex number system. Analytic functions, differentiation, and the Cauchy-Riemann equations. Complex integration, Taylor and Laurent series, residues. Conformal mapping.
Mr. Leverich.

Math. 46–1 Elementary Topology

4 sem. hrs.
Prereq.: Math. 23 and *Math. 25*

Topological spaces, connectedness, compactness, limits, continuity. Separation and countability axioms. Metric spaces, completeness. *Mr. DeSua.*

Seminar on Computer Programming

Required of all second-year students specializing in mathematics. Open to other students.

Medical Technology

Courses in medical technology are held at the Beth Israel Hospital and are not open to students in other programs of the College. They are of twelve months' duration, starting in the summer immediately after the end of the academic year.

Med. Tech. 40–0 Clinical Chemistry

8 sem. hrs. The application of modern analytical chemistry to clinical medicine. The broader aspects of human biochemistry. Laboratory work to develop proficiency in the performance of approximately twenty-five common procedures and some understanding of rare and more complicated analyses.

Med. Tech. 41–2 Blood Grouping and Banking

4 sem. hrs. Techniques of blood grouping, Rh typing, and crossmatching tests. Special testing for blood-group antibodies and the preparation of fractions of blood. An orientation to records, donor requirements, and bleeding technique.

Med. Tech. 42–0 Medical Bacteriology

8 sem. hrs. Methods of identifying medically important bacteria. The student is instructed how to use for the purpose of identification the characteristics of pathogenic bacteria and common saprophytes; e.g., colonial and microscopic morphology, immunologic properties, growth requirements, and biochemical reactions. A brief introduction to the diagnosis of disease by serological methods.

Med. Tech. 43–1 Histological Techniques

4 sem. hrs. Principles of tissue staining and the methods used in preparing samples for microscopic examination. Students participate in the fixation, dehydration, paraffin imbedding, cutting, and staining of tissues removed at surgical operations and postmortem examinations. Special techniques such as frozen section and celloidin imbedding.

Med. Tech. 45–0 General Diagnostic Methods

8 sem. hrs. The collection of samples of both venous and capillary blood; hemotology; the simpler screening techniques and the morphology of stained films of peripheral blood and bone marrow; general diagnostic tests applied to other body fluids; microscopic examination of the urinary sediment; kidney physiology.

Music

Mus. 20–1, 2 Introduction to Music

4 sem. hrs. The development of European music, with emphasis on major musical forms and the characteristics of music from the pre-baroque to Debussy. Guided listening to recordings, study of musical scores, attendance at concerts, and collateral readings. *Mr. Cleaves.*

Mus. 21–1 The Classical Period

4 sem. hrs. The music and significance of Haydn, Mozart, and Beethoven. Guided listening to recordings, study of musical scores, attendance at concerts, and collateral readings. *Mr. Cook.*

Mus. 22–2 Contemporary Music*

4 sem. hrs. Recent European and American musical developments, with attention to political, social, and economic influences on modern composers. Guided listening to recordings, study of musical scores, attendance at concerts, and collateral readings. *Mr. Cleaves.*

Mus. 23–1 Introduction to Opera

4 sem. hrs. The music and librettos of selected operas. Guided listening to recordings, discussion of scores and librettos, attendance at concerts, and collateral readings. *Mr. Cleaves.*

Mus. 24–2 The Romantic Period

4 sem. hrs. Principal musical forms and styles from Beethoven to Debussy. Guided listening to recordings, study of musical scores, and attendance at concerts. *Mr. Cook.*

[Mus. 25–2 Modern American Music*

4 sem. hrs. The study, in seminar, of the major musical developments by American composers in the twentieth century, with attention to the political, social, and economic influences on the modern composer. Guided listening to recordings, study of musical scores, attendance at concerts, and collateral readings.

Not offered in 1966–67.]

The New England Conservatory

Courses in applied music and theoretical subjects regularly offered at the New England Conservatory may be elected for credit by qualified students.

Under the provisions of an inter-institutional agreement between The New England Conservatory and Simmons College, duly enrolled students at Simmons College may elect to include in their programs, for full credit, any courses normally offered by The Conservatory, subject to certain specified conditions, the details of which should be obtained from the Vice-President. A Simmons College student desiring to

*Offered in alternate years.

pursue a course at The Conservatory must be recommended to the Vice-President by a school or department. The student will then be referred to The Conservatory, which reserves the right to determine whether prerequisites for the course in question have been met and whether the student is fully qualified to pursue the course elected.

Nursing

N. 10–2 Focus on Nursing

4 sem. hrs. Historical and philosophical foundations of health care and the influence of society upon the development of nursing as one of the health professions. Discussion of theoretical concepts of professional practice. *Miss_____.*

N. 20–1 Introduction to the Profession of Nursing

2 sem. hrs. Orientation to the practice of professional nursing; emphasis on present-day concepts of nursing and preparation required; overview of the heritage of nursing. *Mrs. Lesser, Miss O'Brien.*

N. 21–0 Fundamentals of Nursing

12 sem. hrs. The philosophy, concepts, and skills essential to the sound practice of basic nursing care. Learnings reinforced through selected clinical experiences. Introduction to pharmacology and fundamentals of normal nutrition. *Mrs. Lesser, Miss O'Brien, Mrs. Abbott.*

N. 23–2 Group Dynamics

2 sem. hrs. Basic principles of group dynamics. Opportunity provided for students to function as members of a group and to observe forces operating within a group. *Mrs. Osborne.*

N. 25–2 Social Foundations of Nursing

2 sem. hrs. Historical foundations of modern nursing and the influence of contemporary society. Current trends, issues, and problems. Members of the Department.

[N. 26–1, 2 Nursing I*

8 sem. hrs.

Prereq.: Chem. 10–1, 11–2, Biol. 10–1, 11–2
Prereq. or concurrent: Biol. 22–1, Biol. 34–2 Biol. 21–2, N. 10–2
Not offered in 1966–67.]

The philosophy, concepts, and principles related to care of mothers and infants. Introduction to fundamentals of nursing care. Clinical experiences selected to provide opportunities for application of theoretical knowledge.

[N. 28–1, 2 Health and Society

4 sem. hrs.

Open only to non-nursing majors
Not offered in 1966–67.]

Historical development of health care and influence of medical advances upon society. Identification of health needs and methods of health maintenance. Community agencies which provide health services. Members of the Department.

**This course contains psychiatric nursing content to the extent of 1 sem. hr.*

[N. 30–1, 2 Nursing II*

8 sem. hrs.
Prereq.: N. 26–1, 2
Prereq. or concurrent:
Psych. 20–1, 2
H. Ec. 35–1, 2
Not offered in 1966–67.]

A study of selected patho-physiological problems of adults and children. Clinical experiences planned to provide opportunities for nursing intervention focused on patient problems.

N. 31–1 Nursing of Adults

8 sem. hrs.

Nursing problems identified for the purpose of presenting commonalities of patients' problems. Assignment to selected medical-surgical patients with a variety of nursing care needs. *Miss Burrill, Mrs. Erlandson, Mrs. Johns, Miss Foley, Mrs. Porter, Mrs. Abbott.*

[N. 32–1, 2 Nursing III*

8 sem. hrs.
Prereq.: N. 26–1, 2
Prereq. or concurrent:
Psych. 20–1, 2
H. Ec. 35–1, 2
Not offered in 1966–67.]

A study of selected patho-physiological problems of adults and children. Clinical experiences planned to provide opportunities for nursing intervention focused on patient problems.

N. 33–2 Advanced Nursing of Adults

8 sem. hrs.
Prereq.: N. 31–1

Continuation of *Nursing 31–1* with clinical assignments planned to provide for nursing intervention at a more comprehensive level. *Miss Burrill, Mrs. Erlandson, Mrs. Johns, Miss Foley, Mrs. Porter, Mrs. Abbott.*

[N. 38–1, 2 Health Services

4 sem. hrs.
Open only to non-nursing majors
Not offered in 1966–67.]

Organization and coordination of medical care activities in the hospital and other community agencies. Medical terminology and discussion of common health problems. Socio-economic and legal problems encountered in health service fields. Members of the Department.

[N. 40–1, 2 Nursing IV

4 sem. hrs.
Prereq.: N. 30–1, 2
N. 32–1, 2
Not offered in 1966–67.]

Principles of dynamic psychiatry, current therapies, nursing intervention modified to psychiatric setting, and psychiatric aspects of current major problems of living. Psychiatric nursing content relevant to Nursing I, II, III, V, taught concurrently with these courses in a variety of settings.

N. 41–1, 2 Nursing of Mothers and Infants

8 sem. hrs.

Concepts of the maternity cycle as a normal physiologic event. Physical, social, and emotional aspects basic to the care of mothers and infants; practice in hospital and out-patient units. *Miss Solberg, Miss Kallaus.*

**These courses contain psychiatric nursing content to the extent of 1 sem. hr. each.*

[N. 42–1, 2 Nursing V*

8 sem. hrs.
Prereq.: N. 30–1, 2
N. 32–1, 2
Prereq. or concurrent:
Soc. 20–1, 2
Not offered in 1966–67.]

Theory and practice related to nursing of families and groups in the community.

N. 43–1, 2 Nursing of Children

8 sem. hrs.

Philosophy, concepts, and principles of nursing care of children. Effect of disease on normal growth and development. Current trends in prevention, diagnosis, and therapy of diseases common to children. Clinical experience in selected settings. *Miss Schoppee* and Members of the Department.

[N. 44–1, 2 Seminar in Nursing

4 sem. hrs.
Not offered in 1966–67.]

A study of current issues and trends which influence practice of professional nursing. Exploration of career opportunities and continuing education.

N. 45–1 Nursing Practicum

8 sem. hrs.

Emphasis on identification and investigation of patients' problems as a means of integrating academic and experiential knowledge. Practice in the clinical field provides an opportunity for the student to apply these skills in selected areas of interest or concern. One hour of conference in which psychiatric content relevant to clinical experience is taught and/or reinforced. *Mrs. Erlandson* and Members of the Department.

[N. 46–1, 2 Independent Study in Professional Nursing

4–8 sem. hrs.
Not offered in 1966–67.]

Opportunity to study and report on a topic of special interest.

N. 51–1, 2 Psychiatric Nursing

8 sem. hrs.

Principles of dynamic psychiatry; current therapies; nursing intervention modified to psychiatric setting; and psychiatric aspects of current major problems of living. Guided experience with selected patients. *Mrs. Dutra, Miss Cotton, Dr. Washburn, Mrs. Norton,* and others.

N. 52–1 Seminar in Nursing

4 sem. hrs.

Current issues and trends in nursing. Study of forces which influence professional practices. Career planning and opportunities for continuing education. *Miss Hubbard.*

N. 53–1, 2 Public Health Nursing

8 sem. hrs.

Study of principles of public health and public health nursing with opportunity for application to family and community situations. Guided experience in family health service. *Miss Lord, Miss Hall, Dr. Sternfeld.*

**This course contains psychiatric nursing content to the extent of 1 sem. hr.*

N. 54–1, 2 Independent Study in Professional Nursing

4 sem. hrs.
Prereq.: consent of the Department

Opportunity for independent work on a project of special interest, conducted through individual conferences. Members of the Department.

N. 55–2 Nursing in Disaster

Non-credit

Methods of saving life and maintaining health in times of natural or enemy-caused disaster. Principles of mass care and treatment, including some elements of first aid. Identification and exploration of the role of the nurse. Opportunity for group work on special interest projects. *Miss Burrill* and others.

Orthoptics

Classes in orthoptics are held at the Massachusetts Eye and Ear Infirmary and are not open to students in other programs of the College.

Orth. 43–0 Physiological Optics

5 sem. hrs.

Physical and physiological optics. Given to postgraduate students in ophthalmology. Work on the optical bench.
Dr. Boeder.

Orth. 47–0 Orthoptics

23 sem. hrs.

Actual work with patients under the supervision of the orthoptist in charge of the clinic. Lectures on the anatomy, physiology, and motility of the eye, and on refraction and perimetry. *Dr. Johnson, Dr. Pollen, Dr. Sloane, Dr. Friedman, Dr. Reinecke, Dr. Hutchinson, Dr. Lingeman, Miss Stromberg.*

Philosophy

Phil. 20–0 Philosophy of Knowledge

8 sem. hrs.

This course is designed for students with no previous training in philosophy. Basic concepts analyzed so as to point out their relevance to problems both within and outside of the study of formal philosophy. In the first semester, selections from traditional writings examined in relation to the kinds of knowledge they represent: Plato and Aristotle, Augustine and Aquinas, Locke and Rousseau, Dewey and Russell. In the second semester, acquaintance with several contemporary writers, leading to the study of structures of knowledge and processes of knowing: readings from Cassirer, Polanyi, Koestler, Bruner, and Allport. *Mr. Anderson, Mr. Rohrberg.*

Phil. 22–1 Logic and Language

4 sem. hrs.

The uses of language, dimensions of meaning, definition and truth–the nature of formal and material knowledge. A survey

of traditional logic and some work with the propositional calculus preceding brief study of induction and the grounds of belief. *Mr. Anderson.*

Note: The above courses are regularly open to first-year students, and all students are urged to take Philosophy 20 *or* Philosophy 22 *before electing any of the following courses.*

Phil. 30–2 Philosophy of Religion

4 sem. hrs. Consideration of the meaning and value of religious belief. The primary questions and materials of the course are drawn from some basic myths and concepts within the Judaeo-Christian tradition. *Mr. Anderson.*

Phil. 32–1 Ethics and Society

4 sem. hrs. Critical examination of historically important ethical conceptions, including Plato, Aristotle, Plotinus, Augustine, Aquinas, Kant, Locke, and Dewey. Several twentieth century approaches examined in relation to contemporary ethical problems and ethical alternatives. Particular emphasis upon ethics as a form of knowledge. *Mr. Rohrberg.*

Phil. 34–2 Philosophy of Art

4 sem. hrs. Examination of historical changes in the functions of art. Parallel developments in various arts, particularly as seen in literature and painting. Critical study of current art forms in relation to important social and psychological questions and developments. Basic similarities and differences between art and science as forms of knowledge. *Mr. Rohrberg.*

Phil. 36–2 Philosophy of Science

4 sem. hrs.
Prereq.: Phil. 22–1 General study of some of the more prominent conceptions of the nature of scientific investigation and knowledge. Topics included: the nature and use of models; ordinary language and mathematical language in the formal, physical, and social sciences; the hierarchy of data, facts, laws, and theories; induction and deduction in science; and the nature of scientific explanation. *Mr. Rohrberg.*

Phil. 38–1 Ancient Philosophy

4 sem. hrs. A critical study of important questions, philosophical viewpoints, and intellectual developments within the classical tradition, from the pre-Socratics to St. Thomas Aquinas. *Mr. Rohrberg.*

Phil. 39–2 Modern Philosophy

4 sem. hrs.
Prereq.: consent of the instructor Basic issues in philosophy from the Renaissance to Kant. Emphasis on the relation of individual viewpoints to wider currents of modern thought, and on the critical study of original works. *Mr. Anderson.*

Phil. 40–1 Contemporary Philosophy

4 sem. hrs.
Prereq.: consent of the instructor

Intensive study of some theories of knowledge, of mind and body, and of the individual, advanced by nineteenth and twentieth century philosophers: Marx, Mill, Kierkegaard, James, and Ryle. *Mr. Anderson.*

Phil. 42–2 American Philosophy

4 sem. hrs.
Prereq.: consent of the instructor

Outstanding nineteenth and twentieth century interpretations of man and his place in nature, from transcendentalism to existentialism. Preliminary readings in Edwards and Emerson, extensive readings in Peirce, James, Santayana, Dewey, and Blanshard. *Mr. Anderson.*

Physical Education

Physical Education For First-Year Students

Participation in two hours a week of physical education is required of all first-year students. An adapted program to meet the needs of individuals with medical restrictions is arranged in cooperation with the Health Office.

A course in Fundamentals of Physical Education is required for one period during one semester. This course is designed to help each student understand and apply the basic principles of efficient movement in all activity; evaluate her own status with respect to posture, physical fitness, and motor skill; develop an individual program to help improve and maintain her fitness, figure, and physical efficiency.

The remainder of the freshman requirement is fulfilled through courses which provide opportunities for each student to acquire or improve skill in activities of her choice which she can enjoy during and after college. The courses scheduled during the two semesters are: dance (ballroom; folk, country, and square; modern), sports (archery, badminton, basketball, bowling, fencing, golf, horseback riding, skating, skiing, swimming, tennis, volleyball), conditioning activities, figure and fitness workshops, and recreation leadership.

Additional instructional classes in seasonal sports are offered during the fall and spring terms. Students may enroll in any of these classes in addition to the two hours required in the regular program. *Miss Rowe, Miss Olmstead, Mrs. Greene, Mrs. Bloy.*

Physical Education for Upperclass Students

While there is no requirement in Physical Education beyond the first year, upperclass students may, within the limitations of available time and space, elect courses from the regular freshman program, and are encouraged to participate in the dance and sports activities sponsored by the Department in cooperation with the Dance Club and the Simmons Recreation Association.

Phys. Ed. 21–0 Physical Education in Physical Therapy I

2 sem. hrs.

Recreation for the Handicapped. Two hours a week during the first semester. Adapted games and sports, social recreation, and camping for handicapped children and adults. Visits to hospitals and hospital schools, directed teaching in school for handicapped children.

Swimming. One hour a week during the second semester. Development of maximum individual proficiency, confidence, and endurance. *Miss Rowe, Miss Olmstead.*

Phys. Ed. 31–0 Physical Education in Physical Therapy II

2 sem. hrs.

Swimming for the Handicapped. Two hours a week during the first semester. Methods in adapted swimming strokes, directed teaching of swimming to orthopedically handicapped children.

Fundamentals of Movement and Corrective Exercise. One hour a week during the second semester. Principles involved in efficient human movement, and corrective procedures, as a foundation for later courses in therapeutic exercise. *Miss Rowe, Miss Olmstead, Mrs. Greene.*

Physical Therapy

Classes in physical therapy are held in affiliating hospitals, and are not open to students in other programs of the College.

Physical Therapy Orientation

The field of physical therapy including historical background, current procedures, illustrative case histories, and observation of treatment at the Children's Hospital Medical Center. Required for second-year students in the physical therapy program.

The following courses, given in the final year and a half, are designated by the numbers 1, 2, and 3 respectively, following the dashes, to correspond to the semesters in which courses are given. (The third semester begins in the summer and continues until the end of the program.) For example, 12 following the dash indicates a course extending through the first and second semesters.

Phys. Th. 30–12 Advanced Human Anatomy

12 sem. hrs.

Dissection of human anatomical material with special reference to the skeletal and neuromuscular systems. Correlation with functional and clinical considerations. *Dr. Pappas* and associates.

Phys. Th. 32–2 Psychology of the Handicapped

1 sem. hr.

Psychology as applied to individual differences, development growth, and adjustment. Psychodynamic mechanisms with special reference to disease and trauma. *Dr. Hackett* and Members of the Department of Psychiatry, Massachusetts General Hospital.

Phys. Th. 33–23 Orthopedic and General Surgery

4 sem. hrs. Nature, clinical course, and specific treatment of selected diseases and disabilities, primarily those affecting the skeletal and neuromuscular systems. *Dr. Green, Dr. Trott, Dr. Colodny,* and associates.

Phys. Th. 34–3 Neurology

1 sem. hr. Neuroanatomy and neurophysiology of the central, peripheral, and autonomic nervous systems. Correlation with common diseases and traumatic lesions, particularly those affecting locomotion, with symptomatology and treatment. *Dr. Watkins.*

Phys. Th. 35–3 Medicine

1 sem. hr. Illustrated lectures on general medicine, with special emphasis on those conditions in which physical therapeutic measures are effective. *Dr. Copeland, Dr. Alpert,* and associates.

Phys. Th. 36–3 Psychiatry

1 sem. hr. Classification of mental disease with symptomatology, prognosis, and principles of treatment. Illustrative case histories. *Dr. Prager.*

Phys. Th. 37–2 Pathology

2 sem. hrs. Illustrated lectures concerning the nature and certain causes of disease, the reactions of the body to deleterious agents, and associated alterations in function. *Dr. Cohen.*

Phys. Th. 39–12 Electrotherapy

2 sem. hrs. The physical nature and physiological effects of radiant energy and various electrical currents of diagnostic and therapeutic value. Indications for use and technique of application. Lecture, demonstration, and laboratory practice. *Dr. Schriber, Miss Hall.*

Phys. Th. 40–1 Massage

2 sem. hrs. Principles and techniques of massage. Physiological basis, indications, and contra-indications in specific disease entities. Lecture and laboratory. *Miss Hall.*

Phys. Th. 41–123 Therapeutic Exercise

8 sem. hrs. Classification, purposes, and principles of exercise as a therapeutic agent. Techniques of performance. Anatomical, mechanical, and physiological aspects of motor activity, and procedures for the evaluation of motor deficit. Selection and modifications of exercises in specific disabilities. Methods of teaching. *Miss Cogland, Mrs. Zausmer, Miss Ionta, Miss Warren, Miss Moushegian.*

Phys. Th. 42–3 Hydrotherapy

Non-credit Lecture, demonstration, and practice in the use of water as a therapeutic agent. Special emphasis on underwater-exercise functional activity. *Miss Cogland, Miss McCarthy.*

Phys. Th. 43–23 Ethics and Administration

Non-credit

Principles of medical ethics and law for physical therapists. Inter-professional relationships, administrative responsibilities. *Miss Cogland, Miss Ionta, Miss Moushegian,* and associates.

Phys. Th. 44–23 Clinical Practice

8 sem. hrs.

Supervised experience in the practice of physical therapy in the departments of affiliating hospitals and rehabilitation centers. Clinical instruction in the selection and development of individual or group activity. Participation with others in total patient care. Six hundred hours. *Mrs. Zausmer, Miss Eiden, Miss Ionta, Miss Moushegian,* and associates.

Phys. Th. 45–23 Orientation to Nursing Techniques

Non-credit

Instruction, demonstration, and supervised practice in the general principles of medical asepsis, surgical dressings, and bandages; the application of splints, casts, and traction; precaution techniques; and other nursing procedures with which physical therapists should be familiar. *Miss Trafton.*

Phys. Th. 46–3 Cerebral Palsy

1 sem. hr.

Neurologic and pathologic mechanisms, clinical aspects, methods of evaluation and treatment. Observation in the Cerebral Palsy Unit of the Children's Hospital Medical Center.
Dr. Banks, Miss Lane, and associates.

Phys. Th. 47–3 Functional Training

2 sem. hrs.

Lecture, demonstration, and practice in teaching functional activity to the handicapped; functional evaluation tests and gait analysis; the use of crutches, braces, prosthetic appliances, and other assistive devices. *Miss Eiden, Miss McCarthy.*

Phys. Th. 48–3 Occupational Therapy

Non-credit

Principles and application. Fifteen hours. Members of the Occupational Therapy Department, Bay State Medical Rehabilitation Clinic. *Miss O'Neill.*

Physics

Phys. 10–1, 11–2 Elementary Physics

4 or *8 sem. hrs.*

Prereq.: secondary school algebra

Lectures, demonstrations, and laboratory work in mechanics, heat, sound, electricity, optics, and atomic physics. *Mr. Vernon, Mr. Zier.*

Phys. 12–1, 13–2 General Physics

4 or *8 sem. hrs.*

Prereq.: Math. 11 or *13*

Lectures, lecture demonstrations, and laboratory work in mechanics, heat, light, electricity and magnetism, and atomic physics. Calculus used. *Mr. Vernon, Mr. Zier.*

Phys. 21–2 Electricity and Magnetism

4 sem. hrs.

Prereq.: Phys. 11 or *13* (formerly *Phys. 10–0* or *11–0*) and *Math. 11* or *13, or Math. 20*†

Topics chosen from among electrostatics, Gauss's Law, dielectrics, steady currents, magnetic field of a current, motion of charges in a magnetic field, electromagnetic induction, Maxwell's equations, magnetic materials, Poynting vector, and electromagnetic radiation. *Mr. Zier.*

Phys. 23–1 Mechanics

4 sem. hrs.

Prereq.: Phys. 11 or *13* (formerly *Phys. 10–0* or *11–0*) and *Math. 11* or *13*

Topics chosen from among dynamics of a particle, systems of particles, rigid bodies, gravitation, moving coordinate systems, and mechanics of continuous media. *Mr. Zier.*

Phys. 33–1 Optics*

4 sem. hrs.

Prereq.: Phys. 11 or *13* (formerly *Phys. 10–0* or *11–0*) and *Math. 25* or *20*† or consent of the instructor

Class and laboratory work in reflection, refraction, lenses, diffraction, interference, polarization, and dispersion. *Mr. Vernon.*

Phys. 35–2 Thermal Physics*

4 sem. hrs.

Prereq.: Phys. 11 or *13* (formerly *Phys. 10–0* or *11–0*) and *Math. 25* or *30*

First and second laws of thermodynamics, the concepts of entropy, work function, and thermodynamic potentials, kinetic theory of gases, transport phenomena, Maxwellian distribution of velocities, classical and quantum statistical mechanics. *Mr. Zier.*

[Phys. 36–1 A. C. Circuits and Electronics I*

4 sem. hrs.

Prereq.: Phys. 11 or *13* (formerly *Phys. 10–0* or *11–0* and *Math. 25* or *20*† Not offered in 1966–67.]

Class and laboratory work chosen from among transient response of circuits, A. C. circuits and the use of complex numbers in circuit analysis, the mechanism of various types of electron emission, vacuum tubes, rectifiers, amplifiers, double triode on-off circuits, non-linearity and heterodyning, electrical properties of semiconductors, lattice vibrations, band theory, and transistors.

[Phys. 37–2 A. C. Circuits and Electronics II*

4 sem. hrs.

Prereq.: Phys. 36 Not offered in 1966–67.]

A continuation of *Physics 36*. Class and laboratory work.

**Offered in alternate years.*

†Calculus III, *offered in 1965-66.*

Phys. 42–1 Atomic Physics*

4 sem. hrs.

Prereq.: Phys. 23 (completed or taken at the same time), and *Math. 25* or *Math. 20*†

Class and laboratory work in radiation, the Bohr model, de Brogle waves, spectra, electron configuration of the elements, special relativity; introduction to quantum mechanics. *Mr. Vernon.*

Phys. 43–2 Nuclear Physics*

4 sem. hrs.

Prereq.: Phys. 21 (completed or taken at the same time), and *Phys. 42*

Class and laboratory work in radioactivity, elementary particles, transmutation, nuclear structure, and cosmic rays. *Mr. Vernon.*

[Phys. 44–1 Theoretical Physics I*

4 sem. hrs.

Prereq.: Phys. 21, 23 and *Math. 25* or *Math. 20*†

Not offered in 1966–67.]

Topics in mechanics, electromagnetism, and statistical mechanics not covered in the previous courses, such as Lagrange's and Hamilton's equations, canonical transformations, matrices, rigid body motion, radiating electric dipole, quantum statistics, quantum mechanics, and boundary value problems.

[Phys. 46–2 Theoretical Physics II*

4 sem. hrs.

Prereq.: Phys. 44 and *Math. 25* or *Math. 30*

Not offered in 1966–67.]

A continuation of *Physics 44.*

Phys. 50–0 Research in Physics

2–8 sem. hrs.

Open only upon invitation

An investigation of some special topic involving a search of the literature and also probably some experimental work culminating in a thesis. Members of the Department.

Seminar in Physics

Current topics in physics. Required of third- and fourth-year students majoring in physics. Members of the Department.

Psychology

Psych. 20–1, 2 Introduction to Psychology

4 sem. hrs.

Methods of studying the major dimensions of human behavior: learning, perception, motivation, personality. The possibilities of a science of human behavior, and its implications. Criteria for interpreting behavioral data and evaluating theories. Members of the Department.

**Offered in alternate years.*
†Calculus III, *offered in 1965-66.*





Psych. 30–1, 2 Child Psychology

4 sem. hrs.
Prereq.: Psych. 20

History of child psychology. Theoretical, experimental, and normative approaches to the understanding of development. Observation and interpretation of child behavior. Implications of current knowledge and theory for child rearing and education. *Mr. Lowe.*

Psych. 31–1, 2 The Psychology of Adjustment

4 sem. hrs.
Prereq.: Psych. 20
Open only to upperclass students

Factors which affect development of personality leading to normal adjustment or to maladjustive and neurotic behavior with emphasis on the process of learning as basic. Psychotherapy, psychosomatic, and conduct disorders considered. *Miss Jones.*

Psych. 32–2 Physiological Psychology

4 sem. hrs.
Prereq.: Psych. 20 and *Biol. 25*

A survey of the existing information regarding various behavior mechanisms–homeostasis, sensory processes, learning, motivation, emotions, sleep, and personality disorders.
Mr. Cohen.

Psych. 33–2 Psychology of Adolescence

4 sem. hrs.
Prereq.: Psych. 20

A systematic interpretation of adolescent development and behavior. Major theories compared and critically evaluated. Applications to teaching and guidance. Lectures, discussion sections, field projects. *Miss Coulopoulos, Mr. Dunbar.*

Psych. 34–1, 2 Experimental Psychology

4 sem. hrs.
Prereq.: Psych. 20
Open only to upperclass students

The problems involved in the design and execution of psychological experiments. *Miss Carterette.*

Psych. 35–2 Statistics and Experimental Design

4 sem. hrs.
Prereq.: Math. 01 (formerly *Math. 15*) and *Psych. 20*

The relationship between statistics and experimental design and the logic underlying several basic analyses of variance designs will be discussed. A number of the relevant computational procedures will be applied to psychological data.
Miss Carterette.

Psych. 36–1 Learning

4 sem. hrs.
Prereq.: Psych. 20

A survey of current theories and data pertinent to the understanding of learned behavior. *Miss Carterette.*

Psych. 40–1, 2 Social Psychology

4 sem. hrs.
Prereq.: Psych. 20 and *Soc. 20* or *Psych. 31*

Attitudes, beliefs, and values as they are influenced by the individual's social affiliations; the psychological analysis of group organization, morale, and leadership; a survey of the belief systems of representative social groups; the dynamics of social action and interaction: propaganda, mass behavior, and social conflict. *Mr. Needham.*

Psych. 41–1 Principles of Psychological Measurement

4 sem. hrs.

Prereq.: Psych. 20 and *Math. 01* (formerly *Math. 15*)

The nature, uses, and limitations of the fundamental varieties of psychological measurement, including some practice in test construction and administration. Elective for fourth-year students. *Mr. Deane.*

Psych. 42–2 Seminar in Clinical Psychology

4 sem. hrs.

Prereq.: Psych. 31 and *Psych. 41*

A dynamic approach to the study of human behavior through scoring and interpreting Thematic Apperception and Rorschach protocols. Case histories illustrating the major symptom-syndromes are analyzed from a diagnostic and therapeutic viewpoint. Each student is required to present interpretive material giving evidence of understanding of psychodiagnostic procedures and of fundamental psychotherapeutic principles. Elective for fourth-year students. *Mr. Deane.*

Psych. 43–1, 2 Personality Theory

4 sem. hrs.

Prereq.: Psych. 31

Enrollment: limited to fifteen students

The investigation of the various approaches in current personality theories including primarily those oriented toward the psychoanalytic, the social psychological, and the general and integrative. *Miss Jones.*

Psych. 50–1, 51–2 Psychological Field Work

4 or *8 sem. hrs.*

Prereq.: Psych 32, and *Psych. 35*

Open only to seniors in the psychology concentration, with consent of the Department. Normally a year course. Work of the first semester is prerequisite to that of the second

Field work in hospital-clinical or business and industrial settings. This course is given outside the College. Lectures by staff personnel; testing and research work under supervision.

Psych. 64–1, 65–2 Directed Study: Senior Thesis

4 or *8 sem. hrs.*

Members of the Department.

Psychology 101 and *Psychology 102* are open only to graduate students in the Urban Youth Teacher Preparation Program.

Psych. 101–1 Developmental Psychology: A Psycho-Social Portrayal of the Culturally Disadvantaged

4 sem. hrs.

Cultural, psychological, physical, and environmental factors influencing the child and family. Discussions of "normal" child growth and development, defining the process by which children become socialized and by which value systems are developed. Attention to the relationship between psychological

and physical health in the developmental process. Patterns of normal growth and development compared with the patterns of culturally disadvantaged children. Emphasis on defining culture and personality patterns of the culturally disadvantaged, related to physical health and home conditions to provide awareness in depth of special problems. Instruction combined with a period of classroom observation and opportunity to discuss observation experience.

Psych. 102–2 Educational Psychology: Reaching the Unreachables

4 sem. hrs. Systematic study of theories of learning as utilized for the general elementary public school population, including concepts relating to mass learning, the problems of slow learners, and the assessment of factors which generally interfere with learning. Intensive study of learning theories as they apply to the culturally disadvantaged, including examination of new learning theories being evolved to meet special problems.

Publication

Pub. 20–1 Communications Media

4 sem. hrs. An introduction to the principles of communication, the mass media, and their relations to our society and our economy. *Miss Williams.*

Pub. 30–2 Journalism

4 sem. hrs. The discipline of straight, factual writing in reporting and in editorial and feature writing. *Mr. Fessenden, Mr. Poole.*

Pub. 31–1 Article Writing I

4 sem. hrs.
Prereq.: Pub. 30 Writing articles for publication. Study and discussion of published material; and reading, discussion, and criticism of student work. *Mr. Fessenden, Mr. Poole.*

Pub. 32–2 Writing on Assignment

4 sem. hrs.
Prereq.: Pub. 30
Enrollment: limited to twenty students For students preparing for work on newspaper or other publications. Much of the writing is completed during the class period, directly on the typewriter, from detailed assignments. Attention is also given to planning features, copyreading, head writing, and make up. *Mr. Fessenden.*

Pub. 33–1, 2 Article Writing II

4 sem. hrs.
Prereq.: Pub. 31 and consent of the instructor For students who have completed *Publication 31* and who wish to continue to write the article under instruction. Each student meets individually with the instructor. *Mr. Bosworth.*

Pub. 35–1 Publicity

4 sem. hrs.
Prereq.: Pub. 30

For students looking forward to work in public relations. Institutional and educational publicity and practical training in publicity procedure; analyzing the needs of the client, outlining campaigns, and preparing and placing copy. Special attention to preparation of radio programs, plays, continuity, and to editing script for radio. *Mr. Fessenden.*

Pub. 36–2 Advertising Copy Writing

2 sem. hrs.
Enrollment: limited to sixteen students

Advertising form and style and the writing of advertising copy. Projects and criticism, with some general reading in the theory and practice of advertising. *Mrs. Hazzard.*

Pub. 37–2 Magazine and Industrial Editing

2 sem. hrs.

For students who look forward to editorial employment on consumer and industrial publications. Various specialized types of editing: the woman's magazine, the trade publication, the house organ, the company report, the personnel handbook, and industrial publicity. Study and discussion of the problems of consumer and industrial writing and editing, the study of models, and the writing and criticism of individual projects. Experts from the field talk to the class about their specialties. *Miss Williams.*

Pub. 38–1 Children's Books and Periodicals

2 sem. hrs.

A brief survey of children's literature, with emphasis on the reading interests and abilities of various age groups and present tendencies in writing and publishing for boys and girls.
Mrs. Viguers.

Pub. 39–2 The Book as a Fine Art

2 sem. hrs.

A brief history of typographic art, with an emphasis on the development of the book as an art form. *Mr. Silver.*

Pub. 40–1 Copy and Proof

4 sem. hrs.

Exercises and tests, based on the *Manual of Style* and *Words into Type,* to develop a professional attitude towards the problems of "form" and "style" in the preparation of copy for publication and in the techniques and problems of reading proof. *Mr. Bosworth.*

Pub. 41–0 Editing and Publishing Techniques

4 sem. hrs.

Technical problems in book, magazine, and industrial publishing: printing methods, illustrations, types of paper, book and magazine design, costs of production, literary contracts, and laws governing the press. *Mr. Valz.*

Pub. 42–1, 2 Graphic Arts Laboratory

2 sem. hrs.

A pressroom course in the techniques of converting copy into print. Student project in both letterpress and offset.
Miss Bratton.

Pub. 45–1 Graphic Design

4 sem. hrs.
Prereq.: Pub. 41 and *42*

The principles of pure design as applied to the problems of graphic presentation in black and white and in color, in the design of advertising, magazines, and books. *Miss Bratton.*

Pub. 47–1, 2 Printing Workshop

2 or *4 sem. hrs.*

An individual project course. Each student carries through from design to press a project in fine printing. Work on the project is supplemented by directed study of historical and contemporary fine printing. *Miss Bratton.*

Pub. 50–2 Individual Study: Senior Project

4 sem. hrs.
Prereq.: the concentration in publication

Required of each student completing a program in publication. *Miss Bratton* and Members of the Department.

Pub. 51–1, 2 Senior Seminar in Publication

4 sem. hrs.
Prereq.: the concentration in publication

Required of each student enrolled in a program in publication. Each student participates, under the direction of the Managing Editor, in the writing, editing, and publishing of the *Simmons Review*. *Miss Williams.*

Publication Lectures

During the college year a number of men and women distinguished in various activities in the editorial and publishing fields address the students in publication. These lectures supplement the Department programs and provide effective orientation. Attendance of juniors and seniors is required.

Field Study

An important and required part of the professional training in the fourth year is senior field study. Each spring all fourth-year and graduate students in the Department of Publication leave the College for two weeks of field study in the area of their choice. Students have done their field study in book and magazine publishing, in journalism and public relations, and in radio, television, and advertising. When the field study is to be done away from Boston, students must plan for their own maintenance during the two-week period.

Russian

Russ. 10–0 Beginning Russian

8 sem. hrs.

Drill in grammar, vocabulary, translation, and simple conversation to give a basic knowledge of Russian that can be extended according to interest or need. *Miss Mamikonian.*

Russ. 20–0 Intermediate Russian

8 sem. hrs.

Prereq.: Russ. 10 or the equivalent

Review and completion of basic syntax correlated with reading of graded prose and periodical literature. Continued practice in writing and intensive work on vocabulary and idiomatic command of language. *Miss Mamikonian.*

Russ. 30–0 Advanced Russian

8 sem. hrs.

Prereq.: Russ. 20 or the equivalent

Intensive reading and translation. *Miss Mamikonian.*

Russ. 40–0 Readings in Russian

8 sem. hrs.

Prereq.: Russ. 30 or the equivalent

Readings in Russian of texts selected from nineteenth century Russian prose, poetry, and drama. *Miss Mamikonian.*

Social Studies

Soc. St. 10–0 The Development of Contemporary Society

8 sem. hrs.

Interdepartmental course administered jointly by the Departments of Government and History

A course designed to provide a basic part of the general education of the student. Study of the development of Western civilization to gain an appreciation of the role of modern institutions and a perspective of the culture in which we live. Emphasis on cultures and institutions in significant periods, rather than history as such. Instruction in relatively small discussion groups, supplemented by lectures, visual aids, and reading in original sources and literary works. A foundation course for further work in the social sciences (strongly recommended for the concentrations in history or government), but may be elected at any point in a student's college career. Highly recommended for those in non-social science concentrations seeking to fulfill their social science distribution requirement. *Mr. Tollefson, Mr. Hawthorne, Mr. Halko, Mrs. Milburn, Mr. Edelstein.*

Social Work

See page 197 for information about courses.

Sociology

Soc. 20–1, 2 Introduction to Sociology

4 sem. hrs.

Theoretical anlysis of social structure, social functions and dysfunctions, conformity, deviation, and social change. Factual emphasis on the institutions of "total" societies, thus on family and other kin groups, economic and political institutions, religion, and social classes. Emphasis on large "advanced" societies, but some attention also to primitive (non-literate) societies. Members of the Department.

Soc. 31–2 The Family

4 sem. hrs.
Prereq.: Soc. 20

The structural principles necessary in all kinship systems, with brief treatment of the most important ranges of variations. Readings on marriage and the family in various societies. Main emphasis on courtship, marriage, and the family in the United States; basic structural characteristics, trends of change, and "practical" problems insofar as sociology can illuminate them. *Mrs. Theodore.*

Soc. 37–2 Urban Communities

4 sem. hrs.
Prereq.: Soc. 20

The social and ecological structure of large cities. Urban and suburban patterns of growth. Community problems and change in metropolitan areas. *Mr.* _____.

Soc. 39–1 The Sociology of Education

4 sem. hrs.
Prereq.: Soc. 20 or consent of the instructor

An analysis of problems and issues in education from a sociological point of view. Consideration of the various roles involved, such as parent, student, teacher, administrator, and guidance personnel, as well as school-community relationship and differential organizational arrangements. The general function of education in an urban society to be the general framework, with such selected topics as role conflict, social and educational mobility, the school, and behavioral problems, with special emphasis on the culturally disadvantaged child. Research, field or library, generally required, but a knowledge of statistics *not* assumed. *Mr. Hozid.*

Soc. 41–2 Methods of Social Research

4 sem. hrs.
Prereq.: Soc. 20

Logic and techniques employed in scientific study of social relations. Formulation of research questions and the designing of research. The more commonly used techniques for collecting social data: questionnaires and interviews, observational methods, content analysis, and pre-collected statistics. Analysis and interpretation of data, interrelationships between theory and empirical research, and problems and prospects of applied social research. Critical examination of a number of social science studies drawn from a variety of settings (medicine, business, government, etc.). *Mr. Hozid.*

[Soc. 42–2 Contemporary Sociological Theory

4 sem. hrs.
Not offered in 1966–67.]

A survey of the major concepts and theories current in sociology. An examination of selected works of major contributors: Weber, Durkheim, Simmel, Parsons, and Merton.

[Soc. 43–1 Sociology of Work

4 sem. hrs.
Prereq.: Soc. 20
Not offered in 1966–67.]

Occupational structure and roles in modern society. The meaning of work. Emphasis on professional roles in complex work organizations such as business and industrial firms, government agencies, hospitals, schools, and military organizations.

Soc. 44–1 The Sociology of Deviant Behavior

4 sem. hrs.

Prereq.: Soc. 20

Analysis of certain behavior in terms of deviations from norms, such as crime and delinquency, prejudice and discrimination, physical and mental disorders, drug addiction, alcoholism, family disorganization, prostitution, and suicide. Impact of contemporary urban life, poverty, and war on the genesis, rate, and distribution of deviant behavior. Major emphasis on the social patterning of cause and effect. Exploration of strategies for corrective social action. *Mr. Hozid.*

Soc. 60 Individual Study

4 sem. hrs.

An intensive exploration of a selected topic in sociology. Research, usually involving field work, required. Required of majors and open to other students with the approval of the Department. Members of the Department.

Spanish

Span. 10–0 Introduction to Spanish

8 sem. hrs.

Intensive oral practice combined with elements of grammar and the reading of modern literary texts. Lectures and papers to acquaint the student with the civilization and culture of the Hispanic world. *Mrs. Marichal, Mr.*_____.

Span. 20–0 Intermediate Spanish

8 sem. hrs.

Prereq.: Span. 10 or the equivalent

Critical reading and discussion of modern texts of Hispanic literature. The language reviewed by a structural approach, to increase students' facility in reading works of graduated difficulty. On consultation with instructor, student may elect a *30* course. *Mrs. Marichal, Mrs. Maisterra.*

[Span. 23–0 Intermediate Spanish: Stress on Oral-Aural Practice

8 sem. hrs.

Prereq.: placement test or consent of the instructor

Not offered in 1966–67.]

A review of grammar designed to strengthen the oral command of the language, supplemented by the reading and discussion of modern Hispanic texts.

Span. 25–0 Twentieth Century Readings

8 sem. hrs.

Prereq.: high achievement in placement test or in *Span. 10*

Intensive study of selections by contemporary Spanish and Spanish American writers. Students lead class discussions and write papers in Spanish. Rapid review of grammar and oral-aural practice in laboratory to increase proficiency in the four language skills. Prepares for all *30* courses. *Mrs. Helman, Mrs. Maisterra.*

[Span. 31–1, 32–2 Literature of the Spanish People

4 or *8 sem. hrs.*

Prereq.: consent of the instructor

Not offered in 1966–67.]

Major works of Spanish literature from the Middle Ages to the present, read and discussed. The emergence of literary forms studied against the background of contemporary society.

Span. 33–1 Spoken Spanish

4 sem. hrs.

Prereq.: consent of the instructor

Intensive oral-aural practice in two class meetings and three individually planned laboratory hours. For majors and students of superior language aptitude. *Mrs.*_____.

[Span. 34–2 Composition and Advanced Conversation

4 sem. hrs.

Prereq.: consent of the instructor

Not offered in 1966–67.]

Intensive semester course for students majoring in Spanish or wishing to increase their proficiency in the oral and written use of the language. Class discussion and individual reports based on readings of current Hispanic American periodicals.

Span. 35–1, 36–2 Main Currents of Spanish American Literature

4 or *8 sem. hrs.*

Prereq.: Span. 20 or the equivalent, a reading knowledge of Spanish

From the Chronicles of the Spanish Conquistadores through the major writers of the romantic period, in the first semester. In the second, from Modernismo to the present time, essays, novels, and poems, studied in relation to the contemporary movements in Europe and the United States. *Mrs. Helman.*

Span. 40–1 Advanced Composition and Conversation

4 sem. hrs.

Prereq.: consent of the instructor

Intensive practice in writing and review of language structure in relation to writing. Analysis of the prose styles of several modern writers in oral reports and written papers, to acquire fluency and precision in both oral and written expression.
Mrs. Maisterra.

[Span. 42–1 The Fiction of Cervantes and His Predecessors

4 sem. hrs.

Prereq.: Span. 31, 32, or *35, 36,* or the equivalent

Not offered in 1966–67.]

The development of Spanish fictional prose from the 1450's to Cervantes, with special emphasis on *Don Quixote.* Particular attention to Cervantes' original use of his literary inheritance.

Span. 43–2 Drama and Poetry of the Golden Age

4 sem. hrs.

Prereq.: Span. 31, 32, or *35, 36,* or the equivalent

The principal playwrights from the Renaissance to 1681, with particular reference to the dramatic function of lyrical poetry. Such dominant figures as Lope de Vega, Tirso de Molina, and Calderón, emphasized in readings and discussions.
Mrs. Marichal.

[Span. 44–2 Modern Spanish and Hispanic American Poetry

4 sem. hrs.

Prereq.: Span. 31, 32, or *35, 36,* or the equivalent

Not offered in 1966–67.]

The principal poets of the Spanish-speaking nations, from Rubén Darío to Octavio Paz. Particular attention paid to such dominant figures as Juan Ramón Jiménez, Antonio Machado, González Martínez, Lugones, César Vallejo, García Lorca, Borges, and Pablo Neruda.

Span. 45–1 General View of Spanish Cultural History

4 sem. hrs.

Prereq.: Span. 25, 31, 32, 35, 36, or the equivalent

An introduction to the political, artistic and intellectual history of Spain, with particular emphasis on periods of achievement and crises of universal relevance. *Mrs. Marichal.*

[Span. 46–2 Spanish American Cultural History

4 sem. hrs.

Not offered in 1966–67.]

An introduction to the political, artistic, and intellectual history of the Hispanic American Republics. Special attention given to the Inter-American Relations, from the Monroe Doctrine to the present time.

[Span. 47–2 Stylistics

4 sem. hrs.

Prereq.: consent of the instructor

Not offered in 1966–67.]

Analysis and interpretation of contemporary texts, with particular attention to the techniques of style. The problems of literary translation studied in selected passages, of which repeated versions in English are prepared until the best possible rendering of the original Spanish is achieved.

Span. 48–1 Modern Hispanic Literature: Novel, Essay, and Drama

4 sem. hrs.

Prereq.: Span. 25, 31, 32, 35, 36

Works by the leading writers of Spain and Spanish America in this century, beginning with Unamuno, Ortega y Gasset, and Alfonso Reyes, studied in relation to works by contemporary writers in Europe and in the United States. *Mrs. Helman.*

[Span. 49–2 Theory and Practice of Teaching Modern Language

4 sem. hrs.

Prereq.: consent of the instructor

Not offered in 1966–67.]

Planned for students with concentration in teaching of foreign language and for teachers of modern language in the graduate program.

Span. 51–2 History of the Spanish Language

4 sem. hrs.

Prereq.: Span. 31, 32, or *35, 36*

The development of Spanish, the changes in pronunciation and structure, reviewed historically and illustrated in selected readings, from the Middle Ages to the present. *Mrs. Maisterra.*

[Span. 52–2 Applied Linguistics

4 sem. hrs.

Prereq.: consent of the instructor

Not offered in 1966–67.]

The principles of linguistics, studied in relation to the teaching of foreign language.

[Span. 53–1 Realism and Reality in the Novel and in Painting

4 sem. hrs.

Prereq.: consent of the instructor

Not offered in 1966–67.]

Seminar on the meanings and methods of realism in different periods, from the picaresque novel to selected modern novels in Spanish, French, and English. Among the works to be studied, for example, will be those of Cervantes and Velázquez, and of Flaubert and Courbet.

[Span. 54–2 The Poetry of Juan Ramón Jiménez, Antonio Machado, and Pablo Neruda

4 sem. hrs.

Prereq.: consent of the instructor
Not offered in 1966–67.]

Seminar in which intensive consideration is given to the works of Jiménez, Machado, and Neruda, with special emphasis on contrasts in their search for new poetic language and objects.

[Span. 55–1 The Techniques and Methods of Literary Study and Research

4 sem. hrs.

Prereq.: consent of the instructor
Not offered in 1966–67.]

Planned for students who intend to continue their study for a higher degree or for those who are already beginning their first year of graduate study.

Span. 65–0 Directed Study: Senior Thesis

4 sem. hrs.

Members of the Department.









The Graduate Division

Graduate programs leading to a diploma or to the master's degree are offered by several schools or departments of Simmons College. Several of these programs are open to men who meet the admission requirements.

Further information concerning these programs can be obtained from the appropriate school or department. Applicants for admission should direct their applications to the director of the school or the chairman of the department concerned. For information regarding the paramedical concentrations, applicants should consult the Office of the Provost.

Continuing Education

For information concerning the services available through the Office of Continuing Education see page 42.

Summer Courses

Summer courses for graduate students are offered by the School of Library Science and by the Department of Home Economics. The programs are described in the sections devoted to these fields.

During the summer of 1966, institutes for high school teachers of chemistry and of mathematics will be offered through the Department of Education under grants from the National Science Foundation. To those participants who enroll for credit and pass the courses with satisfactory grades, graduate credit will be granted. A summer institute for high school teachers of English will be offered by the Department of Education, supported by a grant under the National Defense Education Act. A summer institute for librarians working with talented students will be offered in the School of Library Science under a grant from the National Defense Education Act. Credit for the institutes in English and Library Science is not applicable to a degree program at Simmons College.

Graduate courses in education are offered for credit to students in programs in Library Science and in Home Economics, or to other qualified students wishing to transfer credit elsewhere.

Diplomas

Diplomas are granted to students who complete successfully the one-year programs in Business Administration, in Medical Technology, in Orthoptics, or in Publication, or the year-and-a-half program in Physical Therapy, and who receive a quality rating similar to that required for the baccalaureate degree.

The Degree of Master of Arts or Master of Science

The conditions for obtaining the master's degree are as follows:

1. Every candidate for the master's degree must hold the baccalaureate degree from Simmons College or from some other accredited institution.

2. The candidate must offer evidence of satisfactory completion of such courses as may be prescribed as prerequisites to the work of the graduate program he or she seeks to enter.

3. The subjects elected must be approved by the Faculty Committee on Programs and Academic Standing, and by the schools or departments in which they are taken.

4. Customarily, admission to degree candidacy is granted upon the recommendation of the school or department concerned after the candidate has satisfactorily completed at least 16 semester hours of work at Simmons College and given convincing evidence of professional promise.

5. The candidate must pursue studies at the College for at least one year after receiving the baccalaureate degree. The year's work must be the equivalent of at least 32 semester hours. The fulfillment of all requirements for the master's degree must demonstrate the candidate's ability to meet a high professional standard. It is understood that a student's connection with the College may be terminated whenever, in the judgment of the faculty, he or she has failed to show sufficient industry, scholarship, or professional aptitude.

Fees for Graduate Programs*

Initial Fees

For information on the *application fee* and on the *tuition deposit,* see pages 39 and 40.

Annual fee for non-resident students

For full-time programs $1200

Partial programs fee (fewer than 12 semester hours per half-year)

Per semester hour† $38

Summer programs fee

Per semester hour $38

Library Science fees

A general fee, per semester $6

per summer $3

required of all full-time students enrolled in professional courses in Library Science

Per course (not to exceed $6 in any half-year) $2

required of all part-time students enrolled in Library Science courses

For *Library Science 115* and *Library Science 117,* an additional fee $2

**College graduates enrolled in diploma programs see page 44.*

†*This fee applies also to all Continuing Education students who hold a baccalaureate degree and who enroll for partial programs consisting of either graduate or undergraduate courses or both.*

Field work fee
Social Work
Per semester, required of all students in the School of Social Work enrolled in field work $10
Thesis work fee
School of Education
Supervision of thesis $35
School of Social Work
Supervision during each semester in which the candidate is not enrolled in *Social Work 251** $75
Supervision during the summer months $37.50
Reading fee for review of a thesis in final form after end of the summer or semester $10
Graduation fee
Required of all candidates for the master's degree or the diploma $7.50
Other course fees, late registration fee, course change fee, and make-up examination fee
See pages 44 and 46.
Health fee
Required of all full-time women graduate students except those enrolled in the School of Social Work $25
(See page 45 for a description of services.)
Residence charge for summer students
For students who live in the residence halls during the six-week summer session $180

Scholarships for Graduate Students

Scholarships are offered in limited number to students who have been accepted for admission to the graduate programs in the schools of Library Science and Social Work. Information concerning these scholarships will be found in the respective graduate bulletins. Application forms may be obtained from the director of the school concerned.

II. Graduate Programs Leading to a Diploma

Department of Business Administration

The Department offers a one-year program for graduates of approved colleges whose undergraduate programs have been largely academic. The program permits concentrated study in business admin-

**See page 198.*

istration, retailing, finance, or hospital administration and leads to the Diploma in Business Administration. A total of 32 semester hours of work is required, of which 24 semester hours must be taken in the field of concentration. The program of each student is planned in consultation with the Chairman of the Department, and may include any courses for which prerequisites are satisfied. A typical program for a student concentrating in business administration, for example, might include such courses as the following:

B.Ad. 27–1	Principles and Practices of Administration
B.Ad. 36–1	Analysis of Business Data
B.Ad. 38–1	Legal Aspects of Business
B.Ad. 34–2	Business Communications
B.Ad. 47–2	Organizational Behavior
B.Ad. 48	Management of Resources
Electives:	8 sem. hrs.

The flexibility of the program permits the selection of courses to meet varying objectives of individual students.

A student who wishes to concentrate in retailing, finance, or hospital administration may select, in consultation with the Chairman, specialized courses in these fields. Such programs would include most of the courses required of undergraduates.

Department of Publication

This one-year program offers to graduates of approved colleges whose undergraduate programs have been largely academic the opportunity for a year of concentrated study of the basic skills required in editing and publishing. The program of each student is planned in consultation with the Department. Candidates who satisfactorily complete such a program are eligible for the Diploma in Publication.

A typical one-year program includes the following courses:

Pub. 20–1	Communications Media
Pub. 40–1	Copy and Proof
Pub. 41–0	Editing and Publishing Techniques
Pub. 42–1, 2	Graphic Arts Laboratory
Pub. 50–2	Individual Study: Senior Project
Pub. 45–1	Graphic Design Laboratory
Pub. 51–1, 2	Senior Seminar in Publication
	Publication Lectures
	Field Study (optional)
Electives:	6–8 sem. hrs.

Paramedical Programs

One-Year Program in Medical Technology*

A few college graduates who have had sufficient training in science may be admitted to the final year of the undergraduate program in medical technology. Such students are eligible for the Diploma in Diagnostic Laboratory Science upon the satisfactory completion of the program.

One-Year Program in Orthoptics*

A limited number of qualified college graduates may be admitted to the final year of the undergraduate program in orthoptics if they have had sufficient training in science. The Diploma in Orthoptics is awarded upon the satisfactory completion of the program.

One-and-One-Half-Year Program in Physical Therapy*

Properly qualified college graduates may be admitted to the final year and a half of the undergraduate program in physical therapy, and are eligible for the Diploma in Physical Therapy upon the satisfactory completion of the program. Preference is given to applicants who offer 8 semester hours each in general biology, physics, and chemistry, and 4 each in anatomy and physiology. Applicants should have completed 12 semester hours in the social sciences, including at least 6 in psychology.

See page 49 for information regarding Traineeships.

III. Graduate Programs Leading to a Master's Degree

Department of Education

Program in Urban Youth Teacher Preparation

The Urban Youth Teacher Preparation Program, supported by the Carnegie Corporation, offers the Master of Science degree to candidates who successfully complete the requirements. Persons completing the program will be qualified to teach grades one through six in elementary school systems.

Courses totaling 32 semester hours are offered on a part-time basis over a period of two academic years. This enables the enrollment of persons who are not in a position to undertake the usual full year of study for the master's degree.

The program offers a unique and stimulating opportunity to men and women in the thirty- to fifty-year age group who wish to return to the professional world in the role of elementary school teachers and who

**See Paramedical Concentrations, page 105, for details.*

can bring to the teaching of culturally disadvantaged children understanding and tolerance of the problems and frustrations inherent in the education of this group.

In developing curriculum and field work experience for the courses being offered, the special educational problems facing culturally disadvantaged children are of primary consideration. The basic approach to course work in this program is by the use of seminar-discussion groups. In addition to a course instructor who is primarily responsible for the continuity of each course over the 15-week period, selected lecturers who are expert in the various specialized areas of subject content in each of the courses augment the regular teaching staff.

In general, the program combines a rich experience at both the academic and field work levels by interweaving theoretical curriculum with classroom observation, field visiting, and student teaching. Additional field experiences in the summer will be available to interested candidates.

The program is arranged so that upon completion students will qualify for certification under the Massachusetts teaching laws. Further information may be obtained from the Director of the program.

The program includes:

Psych. 101–1	Developmental Psychology: A Psycho-Social Portrayal of the Culturally Disadvantaged
Ed. 101–1	Our Urban Society and Education: An American Imperative
Psych. 102–2	Educational Psychology: Reaching the Unreachables
Ed. 102–2	Curriculum and Methods in the Elementary School Teaching of Reading and Language Arts: Speaking the Disadvantaged Child's Language
Ed. 103–1	The Nature of Classroom Teaching: The Impact of Disadvantage on the Classroom Setting
Ed. 104–1	Curriculum and Methods in the Elementary School Teaching of Mathematics and Science: New Horizons for the Disadvantaged
Ed. 105–2	Student Teaching
Ed. 106–2	Professional Seminar

Department of English

The Master of Arts in English

The master's curriculum is designed to provide one year's study that will supplement and consolidate the student's undergraduate work in literature, and allow some further specialization.

Admission requires a baccalaureate degree from an accredited college or university, and a superior undergraduate record. Both men

and women will be admitted to the program on either a full-time or part-time basis as their circumstances may dictate. The applicant for admission must submit an official transcript of the undergraduate record, together with recommendations from three former teachers, and a letter stating the purposes for which the applicant seeks the degree. An interview is desirable. Applications made after March 1 will be considered only if openings are available.

The program of study will be individually prescribed, the student being permitted to take courses in subjects adjacent to English provided these courses are directly relevant to a coherent plan of graduate work. Although no foreign-language requisite is imposed, it is expected that the candidate for admission have a competent reading ability in a language such as French, Spanish, Italian, German, Russian, Latin, or Greek. Ordinarily no master's thesis is required, though students may, by directed individual study, or in seminars, write a thesis as a substitute for courses that they would otherwise take.

The master's program requires the satisfactory completion of 32 semester hours, including at least two of the following three courses unless the student has had the equivalent:

Eng. 145–1	Chaucer
Eng. 144–2	Renaissance Drama and Poetry
Eng. 183–2 or	Criticism *or*
Eng. 175–2	Special Studies in Literature and Music

The remainder of the 32 semester hours will be elected, after consultation, from courses best adapted to the student's needs and intents. English courses numbered in the hundreds are especially suitable for master's candidates.

Department of Home Economics

Program in Home Economics Education

The graduate program in Home Economics Education, leading to the Master of Science degree, is designed especially for teachers, although others meeting admission requirements may be accepted. The plan for the degree program includes a minimum of 38 semester hours, 4 to 8 of which may be devoted to a thesis. The equivalent of one academic year (32 semester hours) must be completed at Simmons College. The maximum load is ordinarily 8 semester hours per summer. Graduate courses, carrying either 2 or 4 semester hours' credit, are offered in the evening during each semester of the academic year. Six semester hours of graduate study may be completed in a school of education during the academic year or summer session. Preliminary approval for this study

should be secured from the Chairman of the Department of Home Economics, who will supply application forms for transfer credit upon request. All requirements for the degree must be completed within a period of eight years. In planning individual programs, consideration is given to previous preparation, experience, and interests of the student.

Requirements for Admission

A baccalaureate degree in home economics from an accredited college is required for admission. College work should have included a minimum of one year, or 32 semester hours, in home economics. In certain circumstances, applicants whose undergraduate preparation has been in fields other than home economics may be considered. Additional work is then required to make up for undergraduate deficiencies, the specific courses and total credits being determined individually.

Requirements for the Degree of Master of Science

Recommendation for degree candidacy is customarily made after the satisfactory completion of 16 semester hours of work.

Orientation to Home Economics *(Home Economics 99)* is required of all students before they are admitted to degree candidacy.

Areas of Study

6 sem. hrs. in Professional Education
8 sem. hrs. in Home Economics Education
4 sem. hrs. in each of the following areas:
Art, Textiles, Clothing
Foods and Nutrition
Family Living and Child Development
Family Economics, Home Management, and Equipment

Remainder selected from field of major interest or need.

Graduate students are expected to maintain an average academic record of B— or better.

Application

All applications with supporting documents should be filed by June 1 for admission to the summer session; by September 1 for admission to first semester courses; and by January 4 for admission to second semester courses. Application forms and bulletins of information, including course descriptions, may be obtained from the Chairman of the Department of Home Economics.

Department of Foreign Languages and Literatures

The Master of Arts in Spanish

The master's program is designed to supplement the student's undergraduate work in the Hispanic languages and literatures. The pro-

gram is individually prescribed to strengthen command of the oral and written language and to extend the student's knowledge of the literature and civilization of Spain and Hispanic America.

The program requires a full year of academic study and may be undertaken on a full-time or part-time basis. Courses are elected, after consultation with an adviser, to meet the preparation and objectives of the individual student. Graduate students may elect only one course at the *30* level; the remainder of the program should include 28 semester hours of courses at the *40* and *50* level. A master's thesis is not required, but students are expected to complete a satisfactory research paper on an individual topic as part of the seminar.

Requirements for admission include a baccalaureate degree from an accredited college and a superior undergraduate record. A candidate must submit an official transcript of record from each college attended, and the names of three teachers or supervisors who may be asked to submit recommendations. An interview is desirable. September 1 is the last date on which applications for admission in September, 1966, may be accepted.

School of Library Science

The School of Library Science offers a professional program for qualified college graduates, both men and women. This program is fully accredited by the Committee on Accreditation of the American Library Association, and leads to the degree of Master of Science on the completion of 36 semester hours of graduate courses, at least 32 semester hours of which must be taken at Simmons College.

The library profession affords a broad range of opportunities in differing specializations and types of libraries—opportunities which vary from scholarship to administration, from service to children, young people, and adults, to work with research specialists. Accordingly, the School of Library Science, in its program, provides a full range of elective specializations to meet the interests of those who wish to work with children in schools and public libraries, in other areas of public, college, and university libraries, and in special libraries. Fundamentally, librarianship deals with books and other materials which cover every subject and which the librarian must relate to people of all ages and degrees of education. This requires a considered awareness of the significance of the library in both the local community and society at large. It also requires ability to judge books in terms of the needs of the individuals who use them. Those who like people, as well as books, will find librarianship a rich and satisfying profession.

While a general education is an essential foundation for the study of library science, a subject interest that has been developed through adequate academic preparation frequently has direct application in the library field. The existence of numerous special libraries and special collections in general libraries offers attractive opportunities for those who have specialized in the social sciences, the physical and biological sciences, the fine arts, and other subject areas.

Candidates for admission to the graduate program must offer assurance of capacity for graduate work, as well as professional aptitude. Applicants must hold a baccalaureate degree in the liberal arts or sciences from a recognized college or university and are expected to have achieved at least a B– average in their undergraduate preparation. Students who have a major in a field which is appropriate for special library service, such as art, music, law, or business, but who do not have all the usual liberal arts prerequisites, may be admitted, provided they evidence capacity for special librarianship and meet the appropriate language requirements. A reading knowledge of at least one foreign language is required of all students in the School. Whenever undergraduate education appears to be deficient, applicants may be required to take additional courses preliminary to candidacy for the degree of Master of Science.

The School welcomes applications for admission to the graduate program from those holding the baccalaureate degree from Simmons College in another professional field, provided that the undergraduate specialization is related to an appropriate area of library service.

Application for admission to the graduate program is made on a form obtained from the Director of Students of the School of Library Science. A $15 application fee, official transcripts of the college record and a statement of graduation, a satisfactory report of health on forms provided by the College, personal recommendations, and, whenever required, a personal interview with a representative of the School, complete the application for admission.

Applicants for the graduate program are urged to file their applications, with supporting documents, well in advance of the session in which they wish to begin study, in order to insure proper consideration of their credentials. *It should be noted* that applications cannot be received later than June 1 for the 1966 summer session, September 1 for the autumn 1966 session, and January 4 for the February 1967 session. Applications which are filed after the above deadlines will be set aside and considered for later academic sessions. Applicants should also understand that no consideration can be given to their applications until *all required supporting credentials,* including the health certificate, have been re-

ceived. Accordingly, the College cannot assume responsibility for processing applications unless *all documents* are in hand by the deadlines indicated above.

While it is usually desirable for those who wish to study on a full-time basis to enter the School in either the September semester or the summer session, full-time programs can also be arranged for those who wish to enter in February. Part-time students may enter in the September or February semester, or the summer session.

For the convenience of part-time students who are working in neighboring libraries, and continuing education students, classes are offered in the late afternoon, evenings, and on Saturday mornings, in addition to the regular schedule. Admission requirements and instructional standards are identical to those of the regular schedule. Information about off-hour courses currently offered is available upon request to the Director of Students of the School. Courses equivalent to the one-year program are also offered in a series of summer sessions to qualified men and women. The entire program may be completed in four to five summers or by a combination of summer and term-time courses.

The *Graduate Bulletin* of the School contains detailed information regarding admission and degree requirements, course offerings, financial aid, et cetera, and should be consulted by those contemplating graduate study in library science at Simmons College. Copies of the *Graduate Bulletin,* the schedule of evening and Saturday classes, the summer session announcement, and application forms may be obtained from the Director of Students of the School of Library Science.

Library Science

Courses in library science are open only to graduate students. See the bulletin of the School of Library Science for course descriptions.

L.S. 101 The Library as a Social Institution
L.S. 106 School Library Service
L.S. 107 Reference Methods
L.S. 108 Bibliographical Methods and Government Publications
L.S. 109 Literature of the Social Sciences
L.S. 110 Service to Adult Readers
L.S. 113 Literature of the Humanities
L.S. 114 Organization and Administration of Special Libraries
L.S. 115 Cataloguing and Classification: Introduction
L.S. 117 Cataloguing and Classification: Comparative Study
L.S. 118 Technical Services

[L.S. 120	Modern Book Publishing and Publishers Not offered in 1966–67.]
[L.S. 123	Audio-Visual Services Not offered in 1966–67.]
[L.S. 131	Research and Bibliographical Method in Subject Fields Not offered in 1966–67.]
L.S. 170	The Book Arts and Rare Books
L.S. 171	Resources in the Research Library
L.S. 172	Theory of Administration
L.S. 173	Administrative Problems in Book Selection
L.S. S180	Interpreting Literature for Children
L.S. 181	Service to Children
L.S. 183	Literature for Young Adults
L.S. 184	Literature of Science and Technology
L.S. S185	Machine Applications to Libraries
[L.S. S190	Comparative Librarianship: European and American Not offered in 1966 summer session.]

Seminars

L.S. 201	Seminar in Library History
L.S. 202	Advanced Problems in Library Administration
L.S. 203	Research in Library Administration
L.S. S204	Dynamic School Library Programs for Academically Talented Students
L.S. S205	Analysis and Evaluation of Multimedia Materials for Academically Talented Students
L.S. 206	Seminar in School Library Service
L.S. 207	Seminar in Reference Literature and Services
L.S. 208	Seminar in Subject Bibliography
L.S. 210	Seminar in Library Adult Education Services
L.S. 211	Seminar in Reading Guidance of Children
L.S. 212	Seminar in Reading Guidance of Young People
L.S. 213	Seminar in Special Library Service
L.S. 215	Seminar in Classification and Subject Cataloguing
L.S. 217	Seminar in Cataloguing
L.S. 218	Seminar in Government Publications
L.S. 220	Seminar in the History of Books and Publishing

School of Social Work

The School of Social Work, located at 51 Commonwealth Avenue, Boston, offers a two-year graduate program preparing qualified men and women for the professional practice of social work, with particular competence in the application of the social casework method. The School aims to produce graduates who possess the knowledge, skills, and phil-

osophy of social work, integrated and balanced in such a way as to enable them to function successfully in beginning social work positions and to continue to grow in ability and responsibility in future practice.

The School program includes learnings acquired through both classroom and field work instruction in Human Growth and Behavior, Social Services, Social Work Methods, and Social Work Practice. Such learnings are derived from social work itself and from the related fields of medicine, psychiatry, and the social sciences. Emphasis in both years is placed on the values system of social work, the conceptual basis for social work practice, and the various methods social workers use in rendering services to people. Classroom content is reinforced, supplemented, and tested out through the student's concurrent experience in carrying out social casework responsibilities in community social agencies and institutions selected as training centers.

The School, in cooperation with the Placement Office of Simmons College, assists in the placement of its graduates.

Admission. The admission policy of the School is based on the following requirements:

1. Graduation from an accredited college.

2. Undergraduate work in the social sciences designed to provide applicants with some familiarity with American society and its institutions and some knowledge of human beings and their behavior.

3. Evidence of the applicant's intellectual capacity to carry classroom work at a graduate level.

4. Evidence of the applicant's personal qualifications for social work. Such evidence is expected to indicate (a) that the applicant has explored the field of social work and social work education with some persistence, intelligence, discrimination, and satisfaction; and (b) that the applicant is able to relate successfully to other people.

Degree. Two full academic years in residence are required for the Master of Science degree, unless the student has satisfactorily completed the first year in a school of social work which is a member of the Council on Social Work Education. The fulfillment of all requirements for the degree of Master of Science must demonstrate the candidate's ability to meet a high professional standard. (See also the section on page 185 entitled "The Degree of Master of Arts or Master of Science.")

A bulletin giving more detailed information may be obtained by writing to the Director, Simmons College School of Social Work, 51 Commonwealth Avenue, Boston 02116.

I. Theory and Practice

A. The Social Services

First Year

S. W. 10 Social Work Processes and Resources
S. W. 11 Public Social Welfare Programs
S. W. 13 Child Welfare

B. Human Growth and Behavior

First Year

S. W. 20 Principles of Human Behavior
S. W. 21 Clinical Psychiatry
S. W. 23 Health and Disease

Second Year

S. W. 221 Psychoanalytic Theory of the Neuroses
S. W. 224 Problems of Learning

C. Social Work Practice

First Year

S. W. 30 Social Casework
S. W. 31 The Group Process
S. W. 32 Methods of Social Research
S. W. 33 Social Work and Change

Second Year

S. W. 231 Seminar in Social Casework
S. W. 237 Group Dynamics
S. W. 238 Seminar in Social Work Practice
S. W. 239 Social Casework with Children
S. W. 240 Seminar in Administration and Community Planning
S. W. 251 Seminar in Social Studies

II. Field Work

S. W. 50 Field Work, First Year
S. W. 250 Field Work, Second Year

III. Courses on Extension and Community Bases

S. W. 40 Statistical Methods
S. W. 301 Seminar in Advanced Casework
Public Welfare Seminars
S. W. 302 Seminar in Casework Practice











The Corporation, 1965–1966

Ruth Hornblower Churchill, A. B., *Emeritus* Belmont
Joseph Timothy Walker, Jr., A.B., *Emeritus* Nyack, New York
Rosamond Lamb, *Emeritus* Milton
Richard Cushing Paine, A.B., *Emeritus* Brookline
Richard Mason Smith, M.D., S.D. Boston
Elisabeth McArthur Shepard, S.B. Boston
Robert Fiske Bradford, LL.B., LL.D., L.H.D. Cambridge
Harold Daniel Hodgkinson, Ph.B., D.C.S., L.H.D. Marblehead
Milton Edward Lord, A.B., Boxford
Erwin Dain Canham, M.A., Litt.D., L.H.D., LL.D. Boston
William Edgar Park, B.D., D.D., S.M., L.H.D., LL.D. Brookline
Joseph Wheelock Lund, A.B. Boston
John Cooke Dowd Weston
Franklin Knibloe Hoyt, LL.B. West Newton
John Crocker, Jr., B.D. Providence, Rhode Island
Harriette Gordon Ellis, S.B. Newton
Walter Edward Campbell, M.Arch. Cambridge
Allan Risley Finlay, A.B. Wayland
Lysla Isabel Abbott, S.B. Portland, Maine
Arthur Perry, Jr., A.B. Concord
Virginia Haynes Chrisman, S.B. Northfield, Illinois
Frank Weyman Crocker, LL.B. Westwood
Aline Colton Whiteside, S.B. Andover
Eleanor Howland Chapman, S.B. Cambridge
Mildred Custin, S.B. New York, New York
Nils Ynge Wessel, Ph.D., Sc.Ed.D., L.H.D., LL.D., Litt.D., Jur.D. Medford

Milton Edward Lord, A.B. *Chairman*
Franklin Knibloe Hoyt, LL.B. *Clerk*
William Edgar Park, B.D., D.D., S.M., L.H.D., LL.D. *President of the College*
Richmond Knowlton Bachelder, B.B.A. *Treasurer*

Priscilla Leonard McKee *Assistant Clerk*

The Simmons College Associates, 1965–1966

An advisory board organized to aid in the interpretation of the College to the community and consisting of the Dean, the women who are members of the Corporation, and such persons as may be appointed to further the interests of the College.

Mrs. Daniel Bloomfield, *Chairman*
Miss Lysla I. Abbott, Portland, Maine
Miss Dorothy Bartol, Milton
Mrs. Louis Bartol, Milton
Mrs. Bancroft Beatley, Belmont
Miss Elizabeth Burrage, Chestnut Hill
Mrs. Walter E. Campbell, Cambridge
Mrs. John Chapman, Cambridge
Mrs. Roswell H. Chrisman, Northfield, Illinois
Miss Eleanor Clifton, Wellesley
Mrs. Everett S. Coldwell, Bronxville, New York
Mrs. Livingston Davis, Boston
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Mrs. Carl Dreyfus, Boston
Mrs. John Morse Elliot, Boston
Mrs. Parker K. Ellis, Newton
Mrs. Allan R. Finlay, Wayland
Mrs. W. Albert Gallup, Weston
Mrs. Franklin K. Hoyt, West Newton
Mrs. Fredericks Jones, Brookline
Mrs. Francis Keppel, Washington, D.C.
Miss Anna A. Kloss, Medford
Miss Aimee Lamb, Milton
Miss Rosamond Lamb, Milton
Miss Jane L. Mesick, Hudson, New York
Miss J. Gwendolen Morse, Medfield
Mrs. William E. Park, Brookline
Mrs. Arthur Perry, Jr., Concord
Mrs. Frederick J. Shepard, Jr., Boston
Mrs. Henry B. Shepard, West Newton
Miss Emily G. Webb, Concord, New Hampshire
Mrs. Edwin S. Webster, Chestnut Hill
Mrs. Wesley D. White, Waban
Mrs. Charles B. M. Whiteside, Andover
Mrs. Grafton L. Wilson, Cambridge

Advisory Committees, 1965–1966

School of Library Science

Mr. Gustave A. Harrer
Mr. Laurence J. Kipp
Mr. Wyllis E. Wright

School of Social Work

The President of the College
The Director of the School
The President of the Alumni Association of the School
Miss Harriett M. Bartlett
Dr. Jack R. Ewalt
The Hon. Henry E. Foley
Mrs. Erwin N. Griswold
Mrs. Oscar W. Haussermann
Mr. Donald W. Moreland
The Rev. Samuel Tyler, Jr.
Mr. Conrad Van Hyning
Mrs. Wesley D. White

Department of Business Administration

Mr. Frank S. Christian
Mr. Prescott C. Crafts, Jr.
Miss Margaret Divver
Miss Abbie E. Dunks
Mrs. Grace Sargent Eastler
Mr. Howard Gambrill, Jr.
Mr. Harold D. Hodgkinson
Mrs. Frank J. Kenney
Mr. Bennett O. Poor
Mr. Richard Preston
Mr. Carl N. Schmalz
Mr. Vincent C. Ziegler

Officers of the College

Officers of Instruction

The following is the list of officers of instruction holding appointments for the year 1965–66. It also includes new titles and the names of new officers for the year 1966–67 insofar as they have been determined at the time of publication.

William Edgar Park, B.D., D.D., S.M., L.H.D., LL.D. *President*
Joseph Garton Needham, Ph.D. *Vice-President*
William Frederick Kahl, Ph.D. *Provost*
Eleanor Clifton, A.M. *Dean*
Wylie Sypher, Ph.D. *Dean of the Graduate Division*
Katharine Magee Davis, Ed.M. *Director of Continuing Education*
*Kenneth Raymond Shaffer, A.B., B.S. in L.S. *Director of the Library*
†Loda May Hopkins, A.B., S.B. *Director of the Library*

Alice Frances Blood, Ph.D. *Professor of Nutrition, Emeritus*
Sara Henry Stites, Ph.D. *Professor of Economics, Emeritus*
Caroline Maude Holt, Ph.D. *Professor of Biology, Emeritus*
Flora McKenzie Jacobs *Associate Professor of Secretarial Studies, Emeritus*
Florence Sophronia Diall *Associate Professor of Physical Education, Emeritus*
Edith Arthur Beckler, S.B. *Assistant Professor of Public Health, Emeritus*
A. Louise Crockett, A.M. *Assistant Professor of English, Emeritus*
Helen Wood, R.N., A.M. *Professor of Nursing, Emeritus*
Helen Rich Norton, A.B. *Professor of Retailing, Emeritus*
Susie Augusta Watson, A.B., R.N., S.B. *Assistant Professor of Biology, Emeritus*
Marion Edna Bowler, A.M. *Associate Professor of Romance Languages, Emeritus*
Eula Gertrude Ferguson, A.B., S.B. *Associate Professor of Secretarial Studies, Emeritus*
Jane Louise Mesick, Ph.D., Litt.D. *Dean, Emeritus*
Eva Whiting White, S.B. *Professor of Social Economy, Emeritus*
Curtis Morrison Hilliard, A.B. *Professor of Biology and Public Health, Emeritus*
Katharine Davis Hardwick, A.B. *Professor of Social Economy, Emeritus*
Harrison Leroy Harley, Ph.D. *Professor of Philosophy and Psychology, Emeritus*
Margia Haugh Abbott, Ph.B. *Associate Professor of Textiles, Emeritus*
Alice Channing, Ph.D. *Professor of Social Economy, Emeritus*
Bancroft Beatley, Ed.D., LL.D. *President, Emeritus*
Elda Robb, Ph.D., D.Sc. *Professor of Nutrition, Emeritus*
Helen Goller Adams, A.M. *Professor of Secretarial Studies, Emeritus*
Howard Oliver Stearns, S.M. *Associate Professor of Physics, Emeritus*

* *Until June 30, 1966.*
† *Effective July 1, 1966.*

Florence Celia Sargent, A.M. *Professor of Chemistry, Emeritus*
Leland David Hemenway, A.M. *Professor of Mathematics, Emeritus*
Maida Herman Solomon, A.B., S.B. *Professor of Social Economy, Emeritus*
Nellie Maria Hord, A.M. *Associate Professor of Foods and Nutrition, Emeritus*
Royal Merrill Frye, Ph.D. *Professor of Physics, Emeritus*
Isabella Kellock Coulter, A.M. *Professor of Advertising, Emeritus*
Majority Stimson, R.N., A.M. *Professor of Public Health Nursing, Emeritus*
Tilly Svenson Dickinson, Ed.M. *Associate Professor of Secretarial Studies, Emeritus*
Jessie Mildred Stuart, A.M. *Professor of Retailing, Emeritus*
Quindara Oliver Dodge, S.M. *Associate Professor of Institutional Management, Emeritus*
Lyle Kenneth Bush, A.M. *Associate Professor of Art, Emeritus*
Mildred Lauder Coombs, S.M. *Associate Professor of Biology, Emeritus*
Sigrid Anderson Edge, S.M. *Professor of Library Science, Emeritus*
Judith Matlack, A.M. *Professor of English, Emeritus*
Lucy Ellis Fisher, S.M. *Professor of Foods, Emeritus*

Department of Art and Music

Art

Richard Bruce Carpenter, Ph.D. *Associate Professor of Art History,* and *Chairman of the Department of Art and Music*
Eric Lustig, A.M. *Instructor in Art History*
Lyle Kenneth Bush, A.M. *Lecturer on Art History*
Charles Robert Grigg, M.F.A. *Special Instructor in Art*
Patricia Blake Thomas, A.B. *Assistant in Art History*

Music

Burton Abercrombie Cleaves, Mus.M. *Associate Professor of Music*

Department of Biology

Philip Morrison Richardson, Ph.D. *Professor of Biology,* and *Chairman of the Department of Biology*
Julian Louis Solinger, Ph.D., Ed.B. *Professor of Biology*
†David Shepro, Ph.D.** *Professor of Biology*
Anne Eveline Coghlan, Ph.D. *Associate Professor of Biology*
Everett Leroy Tuttle, Ph.D. *Assistant Professor of Biology*
‡Elizabeth Abbott Weiant, S.M., A.M.** *Assistant Professor of Biology*
Martha Dresner Berliner, Ph.D. *Assistant Professor of Biology*

* *On sabbatical leave, second half-year, 1965–66.*
† *On sabbatical leave, second half-year, 1966–67.*
‡ *On special leave, first half-year, 1966–67.*

Verlene Daniel Rogalin, S.M. *Instructor in Biology*
Shirley Ann Miller, S.M. *Instructor in Biology*
Kenneth F. Girard, Ph.D. *Lecturer on Pathogenic Bacteriology*
Iolanda Einstein Low, M.D. *Lecturer on Virology*
Deborah Williams Holmes, Ph.D. *Special Instructor in Biology*
Donna Perrow Wilson, A.B. *Special Instructor in Biology*
Bridget Gallivan Shea *Assistant in Bacteriology*

Department of Business Administration

Woodrow W. Baldwin, Ed.D. *Professor of Business,* and *Chairman of the Department of Business Administration*
Leo John Parente, Ph.D. *Associate Professor of Accounting*
Margaret Ann McKenna, Ed.M. *Associate Professor of Secretarial Studies*
Margaret Hennig, M.B.A. *Assistant Professor of Management*
Dorothy Colburn, Ed.M. *Lecturer on Secretarial Studies*
Norman Lawrence Barnett, M.B.A. *Lecturer on Advertising*
Christopher Gale, M.B.A. *Lecturer on Management*
David P. Twomey, M.B.A. *Lecturer on Marketing*

Prince School Program in Retailing

Barbara Chichester Haley, Ed.M. *Associate Professor of Retailing*
Elizabeth Abbott Burnham, A.B. *Special Instructor in Retailing*
Mary A. Good, S.B. *Lecturer on Fashion*

Department of Chemistry

*John Arrend Timm, Ph.D. *Professor of Chemistry,* and *Chairman of the Department of Science*
†Quentin R. Petersen, Ph.D. *Professor of Chemistry,* and *Chairman of the Department of Chemistry*
Ina Mary Granara, A.M. *Professor of Chemistry*
Phyllis Ambler Brauner, Ph.D. *Associate Professor of Chemistry*
‡Mae Lucille Beck, Ph.D. *Assistant Professor of Chemistry*
Iclal Sirel Hartman, Ph.D. *Assistant Professor of Chemistry*
Jordan M. Goldberg, A.B. *Assistant Professor of Chemistry*
Philip Edward Miller, S.B. *Instructor in Chemistry*
Lalia Charlton Pratt, S.B. *Special Instructor in Chemistry*
Luella Dudley Wadsworth, S.B. *Special Instructor in Chemistry*
May Smith Jacobson, S.M. *Assistant in Chemistry*
Naomi Taylor Ellin, S.B. *Assistant in Chemistry*

* *Until June 30,1966.*
† *Effective July 1, 1966.*
‡ *On sabbatical leave, 1966–67.*

Grace Gelpke Desjardin, Ed.M. *Assistant in Chemistry*
Marianne Cassie Taylor, S.B. *Assistant in Chemistry*
Rose Yannoulos Gavrilides, S.B. *Assistant in Chemistry*
Carolyn Gosse Athans, S.B. *Assistant in Chemistry*

Department of Economics

Paul Raymond Nichols, Ph.D. *Professor of Economics,* and *Acting Chairman of the Department of Economics*
Lawrence Smith, A.M. *Visiting Professor of Economics*
*Sumner Maurice Rosen, Ph.D. *Associate Professor of Economics*
Leonard Joel Kirsch, A.M. *Instructor in Economics*
Jennie J. Richmond, A.M. *Instructor in Economics*

Department of Education

†Kenneth Myron Greene, Ph.D. *Chairman of the Department of Education*
Joel Sol Weinberg, M.S. in Ed. *Assistant Professor of Education*
Georgia Theophillis Noble, Ed.M. *Assistant Professor of Education*
Lydia Hurd Smith, Ed.D. *Assistant Professor of Education*
Raymond Theodore Ethier, A.M. *Special Instructor in the Teaching of Modern Language*
Henry Shafer Bissex, A.M.T. *Special Instructor in the Teaching of English*
Barbara Mason Kemp, A.M.T. *Special Instructor in Education*
Aida Romanoff Levi, A.M.T. *Special Instructor in Education*
Anne Libby Ryle, Ed.M. *Special Instructor in Education*
Susan Glover Gracey, A.B. *Special Instructor in Education*
Nancy Hey, A.B. *Special Instructor in Education*
Susan Clark Jorgensen, M.Ed. *Special Instructor in Education*
Cheryl Margalo Lampe, A.B. *Special Instructor in Education*
Elizabeth McElvenny Nardine, Ed.M. *Special Instructor in Education*
Carol Brofman Pine, A.M.T. *Special Instructor in Education*
Susan R. Sacks, A.M. *Special Instructor in Education*
Norton Allan Levy, A.M.T. *Special Instructor in Education*
Kathleen Dunn Graves, A.M.T. *Special Instructor in Education*

Edward Stone, S.M. *Director of the Urban Youth Teacher Preparation Program*

Department of English

‡Wylie Sypher, Ph.D. *Professor of English,* and *Chairman of the Department of English*
Raymond Francis Bosworth, A.M. *Professor of English*

* *On special leave, 1965–66.*
† *On sabbatical leave, second half-year, 1966–67.*
‡ *On sabbatical leave, second half-year, 1965–66.*

°**Kenneth Myron Greene, Ph.D.** *Professor of English*
George Wilson Nitchie, Ph.D. *Professor of English*
Richard Clark Sterne, Ph.D. *Associate Professor of English*
Charles Edmund L'Homme, Ph.D. *Associate Professor of English*
Lawrence Lee Langer, Ph.D. *Associate Professor of English*
Margaret Bonney Milliken, A.M. *Assistant Professor of English*
David Scott Perry, Ph.D. *Assistant Professor of English*
William Michael Manly, A.M. *Assistant Professor of English*
Richard Freedman, A.M., S.M. *Assistant Professor of English*
Fredda Ruth Bloom, A.M. *Instructor in English*
Edzia Frydman Weisberg, A.M. *Special Instructor in English*
Barbara Pedersen Shapiro, A.M. *Special Instructor in English*
Aida Romanoff Levi, A.M.T. *Special Instructor in English*

Department of Foreign Languages and Literatures

†**Edith Fishtine Helman, Ph.D.** *Professor of Spanish,* and *Chairman of the Department of Foreign Languages and Literatures*
Manfred Klein, Ph.D. *Associate Professor of German*
†**James Leet Valentine Newman, A.M.** *Associate Professor of French*
Solita Salinas Marichal, A.M. *Assistant Professor of Spanish*
Helen Mamikonian, A.M. *Assistant Professor of Russian*
Charles Ruyle Mackey, A.B. *Assistant Professor of French*
Alice Charra, Bi-admissible à l'Agregation *Assistant Professor of French*
Don Hayes McKeen, A.M. *Assistant Professor of French*
Susan Mary Keane, A.M. *Instructor in French*
Linda Smith Maisterra, A.M. *Instructor in Spanish*
Richard Cowles White, A.M. *Instructor in French*
Victoire L. Marcotte, Diplôme d'Etudes Supérieures *Instructor in French*
Kay Oppenheim Berg-Andersen, Certificat d'Etudes de Francais Littéraire *Instructor in French*
Marie Smith Wells, A.M. *Special Instructor in German*
Alba Dellepiane Corea, A.M. *Special Instructor in Spanish*
Mervyn Michael Keizer, A.M. *Special Instructor in Latin*

Department of Government

°**Carroll French Miles, Ph.D.** *Professor of Government,* and *Chairman of the Department of Government*
†**Roy Melvin Tollefson, Ph.D.** *Associate Professor of Government*
‡**Josephine Fishel Milburn, Ph.D.** *Associate Professor of Government*

° *On sabbatical leave, second half-year, 1966–67.*
† *On sabbatical leave, 1965–66.*
‡ *On special leave, 1965–66.*

Judith Buber Agassi, Ph.D. *Assistant Professor of Government*

John Graham George Wootton, Ph.D. *Visiting Professor of Government*

Department of History

John Cleary Hunter, Ph.D. *Associate Professor of History,* and *Chairman of the Department of History*

William Frederick Kahl, Ph.D. *Professor of History*

Bruce Carlton Hawthorne, Ph.D. *Associate Professor of History*

Henry James Halko, Ph.D. *Associate Professor of History*

Tilden Gerald Edelstein, Ph.D. *Associate Professor of History*

Ronald Albert Wells, A.M. *Special Instructor in History*

Raymond Thomas McNally, Ph.D. *Lecturer in History*

Joseph Finkelstein, Ph.D. *Visiting Professor of History*

Department of Home Economics

Margaret Louise Ross, Ph.D. *Professor of Nutrition,* and *Chairman of the Department of Home Economics*

Eleanor Jerner Gawne, Ed.D. *Associate Professor of Home Economics Education*

†**Esther Caplan Facktoroff, S.M.** *Associate Professor of Clothing*

Elizabeth Merrill Patterson, A.M. *Assistant Professor of Foods and Nutrition*

Katherine Mary Bevacqua, S.M. *Assistant Professor of Home Management*

Lanore Irene Sogard, S.M. *Assistant Professor of Child Development,* and *Director of the Child Study Center*

Diana Ballin Abbott, A.M., M.P.H. *Assistant Professor of Nutrition*

Grace Elizabeth Richardson, S.M. *Instructor in Clothing*

Beula Becker Marble, S.M. *Lecturer on Foods and Nutrition*

Isabel Rowalt Pifer, A.M. *Lecturer on Home Economics Education*

Jeane I. Murphy, M.S.S. *Lecturer on Family Relations*

Marion M. Macdonald, A.M. *Lecturer on Clothing Design*

Eleanor Manning O'Connor, S.B. *Special Instructor in Housing*

Sylvia Gruber Feinburg, B.S. in Ed. *Special Instructor in Design*

Jessie Dubay Lambert, S.M. *Special Instructor in Home Economics Education*

Mercia Scott Wilkins, S.B. *Special Instructor in Foods and Nutrition*

Susan Beals *Assistant in the Child Study Center*

* *On sabbatical leave, second half-year, 1966–67.*
† *On general leave, 1965–66.*

Department of Mathematics

Frank Crispin DeSua, Ph.D. *Professor of Mathematics,* and *Chairman of the Department of Mathematics*

Joseph Terrel Leverich, A.M. *Assistant Professor of Mathematics*

Paul Walker Hitchcock, A.M. *Assistant Professor of Mathematics*

Janet William Fisher, A.M. *Instructor in Mathematics*

Mary Vioni Feinroth, A.M. *Instructor in Mathematics*

Mark Allan Pinsky, A.B. *Special Instructor in Mathematics*

Ronald Wallace Cornew, S.M. *Special Instructor in Mathematics*

Julia Huang, S.M. *Special Instructor in Mathematics*

Robert M. Kleyle, S.M. *Special Instructor in Mathematics*

John James Xenakis, S.B. *Special Instructor in Mathematics*

Department of Nursing

°Margaret M. Plymire, Ph.D. *Professor of Nursing* and *Chairman of the Department of Nursing*

Dorothea Pyne Dutra, R.N., S.M. *Assistant Professor of Nursing*

Ruth Jeannette Solberg, R.N., M.S.N. *Assistant Professor of Nursing*

Elaine Church Hubbard, R.N., Ed.M. *Assistant Professor of Nursing*

Ann Elizabeth Lord, R.N., S.M. *Assistant Professor of Nursing*

Lois Estella Schoppee, R.N., M.S. in Ed. *Assistant Professor of Nursing*

Marjorie Jane Burrill, R.N., S.M. *Assistant Professor of Nursing*

Betty Sebastian Lesser, R.N., S.M. *Assistant Professor of Nursing*

Jean Cotton, R.N., S.M. *Instructor in Nursing*

Betty Ross Erlandson, R.N., S.M. *Instructor in Nursing*

Marjorie Boisvert Johns, R.N., S.M. *Instructor in Nursing*

Mary Josephine Foley, R.N., S.M. *Instructor in Nursing*

Jane Elizabeth Caroline Kallaus, R.N., S.M. *Instructor in Nursing*

Mary Kathleen O'Brien, R.N., A.M. *Instructor in Nursing*

Diane Walker Porter, R.N., S.M. *Instructor in Nursing*

Eleanor Louise Hall, A.M. *Instructor in Nursing*

Leon Sternfeld, M.D., Ph.D., M.P.H. *Lecturer on Community Health*

Stephen Louis Washburn, M.D. *Lecturer on Psychiatry*

Esther Shain Osborne, A.M. *Special Instructor in Group Dynamics*

Maria Bueché, R.N., S.B. *Special Instructor in Nursing*

Martha Meadows Norton, M.S.S.W. *Special Lecturer on Social Work*

Department of Philosophy

Frederick Mitchell Anderson, Ph.D. *Associate Professor of Philosophy,* and *Chairman of the Department of Philosophy*

Charles Richard Rohrberg, A.B. *Instructor in Philosophy*

° *Effective July 1, 1966.*

Department of Physical Education

Margaret Rowe, Ed.M. *Associate Professor of Physical Education,* and *Chairman of the Department of Physical Education*

Doris Emery Olmstead, Ed.M. *Assistant Professor of Physical Education*

Anne MacLeod Greene, B.S. in Phys. Ed. *Lecturer on The Dance*

Caroline Kuhn Bloy, B.S. in Ed. *Special Instructor in Physical Education*

Gladys Siskind Troupin *Assistant in Physical Education*

Department of Physics

Robert Carey Vernon, Ph.D. *Professor of Physics,* and *Chairman of the Department of Physics*

Robert Eugene Zier, Ph.D. *Assistant Professor of Physics*

David Emerson, A.B. *Assistant in Physics*

Department of Psychology and Sociology

Psychology

†**Stephen Russell Deane, Ph.D.** *Professor of Psychology,* and *Chairman of the Department of Psychology*

Joseph Garton Needham, Ph.D. *Professor of Psychology*

Helen Margaret Jones, Ed.M. *Associate Professor of Psychology*

Donald Stuart Dunbar, Ph.D. *Associate Professor of Psychology*

Teresa Sosa Carterette, Ph.D. *Assistant Professor of Psychology*

Diane Theodora Coulopoulos, S.M. *Instructor in Psychology*

George Alexander Talland, Ph.D. *Lecturer on Clinical Psychology*

James Julius Muller, Ph.D. *Lecturer on Clinical Psychology*

Alfred Lowe, Ph.D. *Special Instructor in Psychology*

Richard Andrew Pigott, Ed.M. *Special Instructor in Clinical Psychology*

Harry David Cohen, S.M. *Special Instructor in Psychology*

Sociology

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Joseph Louis Hozid, Ed.D. *Assistant Professor of Sociology*

John Francis Mulcahy, Jr., A.M. *Special Instructor in Sociology*

Frances Helena Jacobs, A.M. *Special Instructor in Sociology*

Department of Publication

Raymond Francis Bosworth, A.M. *Chairman of the Department of Publication*

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Dorothy Frances Williams, S.B. *Associate Professor of Publishing*

Virginia Louise Bratton, S.B. *Associate Professor of Graphic Arts*

† *On sabbatical leave, 1965–66.*

Donald Lesure Fessenden, A.B. *Lecturer on Journalism*

Dino Gris Valz, A.B. *Lecturer on Book and Magazine Publishing*

Ruth Hill Viguers, A.B., B.S. in L.S. *Lecturer on Children's Books and Periodicals*

Alden Wright Poole, S.B. *Lecturer on Journalism*

Dorothy E. Hazzard *Lecturer on Advertising Copy Writing*

Rollo Gabriel Silver, A.M., S.B. *Lecturer on the Book Arts*

Paramedical Programs

Physical Therapy

William Thomas Green, M.D., Sc.D., A.M. *Lecturer on Orthopedics,* and *Medical Director of the Program in Physical Therapy*

Shirley Merrill Cogland, A.B. *Lecturer on Physical Therapy,* and *Educational Director of the Program in Physical Therapy*

Arthur Lancaster Watkins, M.D. *Lecturer on Physical Medicine*

William Jacob Shriber, M.D., A.M. *Lecturer on Physical Medicine and Electrotherapy*

Elizabeth Fleischmann Zausmer, Ed.M. *Lecturer on Physical Therapy*

Arthur Warren Trott, M.D. *Lecturer on Orthopedics*

Jonathan Cohen, M.D. *Lecturer on Pathology*

Henry Herman Banks, M.D. *Lecturer on Orthopedics and Cerebral Palsy*

Thomas Paul Hackett, M.D. *Lecturer on Psychology*

Paul Putnam Griffin, M.D. *Lecturer on Orthopedics*

Arnold Herbert Colodny, M.D. *Lecturer on Surgery*

Alan Stanley Prager, M.D. *Lecturer on Psychiatry*

Joel Jacobs Alpert, M.D. *Lecturer on Medicine*

Arthur Michael Pappas, M.D. *Lecturer on Anatomy*

Robert B. Copeland, M.D. *Lecturer on Medicine*

Marian Agnes Eiden, B.E. *Special Instructor in Physical Therapy*

Florence May Lane, S.B. *Special Instructor in Physical Therapy*

Marjorie Katherine Ionta, B.S. in Phys. Ed. *Special Instructor in Physical Therapy*

Anne Warren, Ed.M. *Special Instructor in Physical Therapy*

Claire Frances McCarthy, S.B. *Special Instructor in Physical Therapy*

Ruth Pauline Hall, B.S. in Ed. *Special Instructor in Physical Therapy*

Ethel Mildred Trafton, R.N., S.M. *Special Instructor in Nursing Procedures in the Physical Therapy Program*

Grania Mary O'Neill, O.T.R. *Special Instructor in Occupational Therapy*

Sybil Ann Moushegian, S.B. *Special Instructor in Physical Therapy*

Lois Bergen Morgan, R.N. *Special Instructor in Nursing Procedures*

Orthoptics

Carl Cordes Johnson, M.D. *Lecturer on Orthoptics and Ophthalmology,* and *Medical Director of the Program in Orthoptics*

Ann Elizabeth Stromberg *Lecturer on Orthoptics,* and *Educational Director of the Program in Orthoptics*

Paul Boeder, Ph.D. *Lecturer on Physiological Optics*

Abraham Pollen, M.D. *Lecturer on Ocular Motility*

Ephraim Friedman, M.D. *Lecturer on Physiology of the Eye*

Robert Dale Reinecke, M.D. *Lecturer on Refraction*

Bernard Thomas Hutchinson, M.D. *Lecturer on Anatomy of the Eye*

Byron Spencer Lingeman, M.D. *Lecturer on Perimetry*

Medical Technology

David Galland Freiman, M.D., A.M. *Lecturer in Pathology and Applied Histology,* and *Medical Director of the Program in Medical Technology*

Aileen Weathers Dowd, S.B. *Lecturer on Biochemistry,* and *Educational Director of the Program in Medical Technology*

Lippman Hart Geronimus, Ph.D. *Lecturer on Bacteriology and Immunology*

Joe Suyemoto, M.D. *Lecturer on Pathology*

Murray Golub, S.M. *Lecturer on Biochemistry*

Charles Sigmond Kahn, M.D. *Lecturer on Pathology and Diagnostic Laboratory Methods*

H. Richard Nesson, M.D. *Lecturer on Diagnostic Laboratory Methods*

Earl Jay Kasdon, M.D. *Lecturer on Pathology and Diagnostic Laboratory Methods*

Stephen Howard Robinson, A.B., M.D. *Lecturer on Hematology*

Stuart F. Schlossman, B.A., M.D. *Lecturer on Blood Grouping and Blood Banking*

Sara Ballard Murray, Sc.M. *Special Instructor in Histologic Technique*

Jeanette Ruth Harpel *Special Instructor in Diagnostic Laboratory Methods*

Hilde Sonntag Rosbash *Special Instructor in Cytology*

Graduate Division

School of Library Science

Kenneth Raymond Shaffer, A.B., B.S. in L.S. *Professor of Library Science,* and *Director of the School of Library Science*

*Thomas John Galvin, S.M. *Assistant Professor of Library Science,* and *Director of Students, School of Library Science*

Laura Catherine Colvin, A.M.L.S. *Professor of Library Science*

Ruth Shaw Leonard, S.M. *Associate Professor of Library Science*

Mary Ramon Kinney, S.M. *Associate Professor of Library Science*

Jane Anne Therese Hannigan, M.S. in L.S. *Assistant Professor of Library Science*

Kenneth Franklin Kister, S.M. *Assistant Professor of Library Science*

†John Grannis Daley, A.M. *Assistant Profesor of Library Science*

* *On sabbatical leave, 1966–67, September 1, 1966 – May 30, 1967.*
† *Acting Director of Students, September 1, 1966 – May 30, 1967.*

James Arthur Boudreau, A.M., S.M. *Lecturer on the Library as a Social Institution*
Mildred Catherine O'Connor, S.M. *Lecturer on Reference Methods*
Walter Thaddeus Dziura, S.M. *Lecturer on Literature of the Humanities*
Loda May Hopkins, A.B., S.B. *Lecturer on Service to Adult Readers*
H. Richard Archer, Ph.D. *Lecturer on the Book Arts and Rare Books*
Richard James Wolfe, M.L.S. *Lecturer on the Book Arts*
Beryl Y. Robinson A.M. *Lecturer on Library Service to Children*
John M. Carroll, A.M., S.B. *Lecturer on Literature of the Social Sciences*
Marion Elizabeth Kanaly, A.M. *Lecturer on Literature of the Social Sciences*
Deborah Brin Tucker, S.M. *Librarian, School of Library Science*
Allan Judge Dyson, A.B. *Graduate Assistant in the Library*
Deborah Janet Reidy, A.B. *Graduate Assistant in Library Science*
Miriam Hannah Ratner, A.B. *Graduate Assistant in Library Science*

School of Social Work

Robert Flick Rutherford, Ed.M., S.M., D.S.S. *Professor of Social Economy,* and *Director of the School of Social Work*
Jennie Mohr, Ph.D., M.S.S. *Professor of Social Economy*
Minnie Emmett Kelley, S.M. *Associate Professor of Social Economy*
Martha Gorovitz Waldstein, M.S.S. *Associate Professor of Social Economy*
Ethel Dorothy Walsh, S.M. *Associate Professor of Social Economy*
Anne Soloveichik Gerber, A.M., S.M. *Associate Professor of Social Economy*
Helen Zarsky Reinherz, S.M. *Associate Professor of Social Economy*
Eleanor Gay, A.M., M.S.S. *Associate Professor of Social Economy*
Ruth Deraney Khiralla, S.M. *Assistant Professor of Social Economy*
Berenice Goldstein Cohen, S.M. *Assistant Professor of Social Economy*
Katharine Sullivan Woodruff, M.S.W. *Assistant Professor of Social Economy*
James Mendrick McCracken, Jr., S.M. *Assistant Professor of Social Economy*
Louise Silbert Bandler, M.S.S. *Assistant Professor of Social Economy*
Paul Raymond Nichols, Ph.D. *Lecturer on Statistics*
Beatrice Feingold Phillips, S.M. *Lecturer on Medical Social Work*
Elvin Vavrinec Semrad, M.D. *Lecturer on Clinical Psychiatry*
Edith Andisio Haughton, M.S.W. *Lecturer on Rehabilitation*
Count Dillon Gibson, Jr., M.D. *Lecturer on Medical Information*
Suzanne Zeitlin Deutsch, S.M. *Lecturer on Medical Social Work*
Thomas Frank, M.D. *Lecturer on Child Psychiatry*
Sophie Freud Loewenstein, S.M. *Lecturer on Psychiatric Social Work*
William Atlas Binstock, M.D. *Lecturer on Social Psychiatry*
Diana Pollard Waldfogel, M.S.W. *Lecturer on Psychiatric Social Work*
Gertrud Weiss Lewin, S.M. *Lecturer on Group Dynamics*
Muriel Sutherland Snowden, A.B. *Special Instructor in Community Organization*

Iris Ruggles MacRae, S.M. *Special Instructor in Field Work*
Naomi Osterman, M.S. in S.S., M.S. in Hyg. *Special Instructor in Field Work*
Ethel Goldberg Berger, S.M. *Special Instructor in Social Work Research*
Mary Franc W. Nichols, S.M. *Special Instructor in Social Work Research*
Loretta McLain Dixon, M.S. in S.S. *Special Instructor in Field Work*
Constance Rathbun, A.M., M.S.S. *Special Instructor in Casework with Children*
Doris Leslie Seder, S.M. *Special Instructor in Social Work Research*
Jessie Dubay Lambert, S.M. *Special Instructor in Group Dynamics*
Rachel Orr Schepkowski, M.S.W. *Special Instructor in Field Work*
Alice Boardman Rogers, M.S.S. *Special Instructor in Field Work*
Esther Osborne, A.M. *Special Instructor in Group Dynamics*
Bessie Walsh Sperry, Ph.D. *Special Lecturer on Clinical Psychology*
Mary Ann Hillson, S.M. *Special Lecturer on Medical Social Work*
DeWitt Clair Baldwin, Jr., M.D. *Special Lecturer on Medical Information*
Gertrude Ingall Cohen, S.M. *Special Lecturer on Medical Social Work*
John Christopher Papajohn, Ph.D. *Special Lecturer on Socio-Cultural Dynamics*
Lois Ruth Diesing, M.S.S. *Special Lecturer on Human Behavior*
Leonard Maynard Gaucher, S.M. *Special Lecturer on Child Welfare*
Flordia Marguerite LeMire (Sister Rose of Carmel), M.S.W. *Special Lecturer on Child Welfare*
Richard I. Shader, M.D. *Special Lecturer on Social Psychiatry*
Clifford William Falby, A.M. *Special Lecturer on Child Welfare*

Associates, 1966–1967

Department of Publication

A. S. Burack *Associate in Book and Magazine Publishing*
Editor and Publisher, The Writer, Inc., Boston

Morris Colman *Associate in Publishing*
Art Director and Juvenile Production Manager, The Viking Press, Inc., New York, New York

Stanley Thomas Dingman, S.B. *Associate in Industrial Editing*
Director of Internal Communications, John Hancock Insurance Company, Boston

Phyllis Rose Doherty, S.B. *Associate in Public Relations*
Director of Public Relations, WNAC-TV and The Yankee Network, Boston

George F. Kelley *Associate in Graphic and Publishing Arts*
Industrial Advertising Designer, Boston

Timothy Paul Mannix, A.B. *Associate in Industrial Editing*
Assistant Vice-President, Public Relations Department, New England Telephone and Telegraph Company, Boston

Herbert R. Mayes *Associate in Publishing*
President, McCall Corporation, New York, New York

John Paul Torrey, A.B. *Associate in Book Design*
Book Designer, D.C. Heath and Company, Boston

Constance Louise Tree, S.B. *Associate in Book Design*
Designer, Graphic Division, Ginn and Company, Boston

Charles Wesley *Associate in Graphic Arts*
President and Treasurer, Eastern Engravers, Inc., Waltham

School of Social Work

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Eleanor Clark, M.S.S. *Associate in Psychiatric Social Work*
Chief, Social Service Department, Massachusetts General Hospital, Boston

Mary Ann Dolan, A.M., M.S. in S.S. *Associate in Psychiatric Social Work*
Head Psychiatric Social Worker, Metropolitan State Hospital, Waltham

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Chief, Social Service, Boston University–Boston City Hospital Child Guidance Center

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Director, Social Service Department, Beth Israel Hospital, Boston

Sahra Stone Rapp, A.B. *Associate in Medical Social Work*
Director, Department of Social Work, Boston City Hospital

Elizabeth Prince Rice, S.M. *Associate in Medical Social Work*
Associate Professor of Public Health Social Work, Harvard School of Public Health, Boston

Sarah Madeline Shipsey, S.M. *Associate in Medical Social Work*
Director of Social Service, Massachusetts Eye and Ear Infirmary, Boston

Ruth Janet Wien, S.M. *Associate in Medical Social Work*
Chairman, Social Service Department, Tufts–New England Medical Center, Boston

Shirley Wiesenfeld, S.M. *Associate in Psychiatric Social Work*
Head Psychiatric Social Worker, Massachusetts Mental Health Center, Boston

Department of Business Administration

Mildred Custin, S.B. *Associate in Retailing*
President, Bonwit Teller, New York, New York

Grace Sargent Eastler, S.M. *Associate in Personnel*
Personnel Director, Gilchrist Company, Boston

James Edward Hennessey *Associate in Office Management*
Account Representative, Remington Rand Division, Sperry Rand Corporation, Boston

Marion Hogan *Associate in Management*
President, Weather Services, Inc., Boston

Stacy Holmes, A.B. *Associate in Retailing*
Public Relations Director, William Filene's Sons Company, Boston

Herman V. LaMark, A.B., A.M., S.D. *Associate in Management*
First Deputy Commissioner of Administration, State House, Boston

Lawrence W. Lynett, B.B.A. *Associate in Administrative Management*
Manager, Administrative Applications and Equipment Research, International Business Machines Corporation, New York, New York

Margaret Mary Meenan, R.N. *Associate in Work Simplification*
Director of Work Simplification, Children's Hospital Medical Center, Boston

Alice G. O'Connor, S.B. *Associate in Personnel*
Personnel Manager, The Provident Institution for Savings, Boston

Wallace L. Pierce, S.B. *Associate in Retailing*
President, S. S. Pierce Company, Boston

John L. Sawhill, M.B.A. *Associate in Retailing*
Advertising Manager and Sales Promotion Director, R.H. Stearns Company, Boston

Harriet Wilinsky, A.B. *Associate in Retailing*
Sales Promotion Manager, William Filene's Sons Company, Boston

George Philip Wright, S.B. *Associate in Office Management*
Manager of Systems and Procedures, Dennison Manufacturing Company, Framingham

Department of Home Economics

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Executive Director, New England Dairy and Food Council, Boston

Dorothy Adelaide Crandall, A.M. *Associate in Business Home Economics*
Women's Editor, *The Boston Globe*

Marion Louise Cronan, A.M. *Associate in Home Economics*
Director of Homemaking, Public Schools of Brookline

Clare Edna Forbes, M.P.H. *Associate in Public Health Nutrition*
Chief, Frances Stern Food Clinic, Boston Dispensary

Louise Hatch, S.B. *Associate in Hospital Dietetics*
Director, Dietary Department and School of Dietetics, Massachusetts General Hospital, Boston

Helen Haley Hodgdon *Associate in Institutional Administration*
Director of Special Services and Skyline Room, Museum of Science, Boston

Susan Abbie Mack *Associate in Business Home Economics*
Director, Home Service Department, Boston Gas Company

Margaret Mary McPherson, B.S. in Ed. *Associate in Business Home Economics*
Director, Home Service Department, Boston Gas Company

Dorothea Elizabeth Nicoll, S.M. *Associate in Public Health Nutrition*
Chief, Public Health Nutrition Section, Massachusetts Department of Public Health, Boston

Penelope Stathopoulos Peckos, S.B. *Associate in Public Health Nutrition*
Nutritionist, Forsyth Dental Infirmary for Children, Boston

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Director of Home Economics, Kenyon and Eckhardt, Inc., Boston

Officers of Administration

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Joseph Garton Needham, Ph.D. *Vice-President*

Richmond Knowlton Bachelder, B.B.A. *Treasurer*

William Frederick Kahl, Ph.D. *Provost*

Walter Eastman Steere, Jr., Ed.M. *Business Manager*

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*Wylie Sypher, Ph.D. *Dean of the Graduate Division*

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Anna Moore Hanson, S.B. *Director of Placement*

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Yvonne Ramaut Broadcorens, S.B. *Director of Public Information*

Bernice Joan Poutas, S.B. *Director of Alumnae Affairs*

Dorothy Gove Russell, S.B. *Director of Student Financial Aid*

‡Loda May Hopkins, A.B., S.B. *Director of the Library*

Jessie Marie Grant, S.B. *Assistant Comptroller*

Eugene Adam Acheson *Superintendent of Maintenance*

Dorothy Frances Williams, S.B. *Managing Editor of the* Simmons Review

Virginia Louise Bratton, S.B. *Director of the Simmons College Press*

* *On sabbatical leave, second half-year, 1965–66.*
† *Until June 30, 1966.*
‡ *Effective July 1, 1966.*

S. Eunice Wenstrom, M.R.E. (Prin.) *Assistant Registrar*

Mabel Brown Farwell, S.B. *Alumnae Fund Secretary*

Patricia Keegan, S.B. *Assistant Director of Admission*

Alice Louise Gately, S.B. *Assistant to the Director of Alumnae Affairs*

Helen Heartz Herzog, A.B. *Assistant to the Dean*

Judith Hsiang, A.B. *Assistant to the Director of the Simmons College Press and to the Managing Editor of the* SIMMONS REVIEW

Alice Robinson Brooke, A.B. *Assistant to the Director of Placement*

Margret Hathaway *Assistant to the Business Manager*

Elizabeth Ann Mulroy, S.B. *Assistant to the Director of Admission*

Vivian Marie Wilkinson, B.S. in B.A. *Assistant to the Comptroller*

Louise Remick Brown, A.B. *Assistant to the Registrar*

Jeannette Berger Howlett, A.M. *Assistant to the Director of Continuing Education*

Caroline Hurd Pooler, S.B. *Counselor in the Office of Continuing Education*

Delmar Kenward McConnell *Financial Assistant in the Office of the Comptroller*

Dorothea Frances Talbot, S.B. *Secretary for the Department of Home Economics*

Ruth Olga Hirsch, A.B. *Secretary for the Departments of Economics, Government, and History*

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